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ABSTRACT

International understanding and peace through school education is a basic aim of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Associated Schools Project. The feature articles in this bulletin issue discuss declarations and statements relevant to the promotion of peace and projects for international education. The Seville Statement proposes a clarification of major scientific misconceptions to provide a solid base for education towards international understanding. The Yamoussokro Declaration defines the positive content of peace, identifies promising fields for peace, and outlines a program for peace. The Montevideo Declaration reaffirms the importance of democracy and recommends states and relevant organizations commit to promoting democracy. The Paris Statement discusses international assistance in the fields of education and training in non-racial, democratic, post-apartheid South Africa. The four other articles discuss international education projects on the promotion of peace, literacy, and the environment. The special events section focuses on events in Belarus, Chad, Germany, Greece, Togo, and Venezuela and issues surrounding international education at school. The section on new initiative provides an overview on the national coordinator of the Associated Schools Project, on World AIDS Day, and text to illustrate the absurdity of some conflicts. Twenty-seven countries report activities in associated schools. Descriptions of 12 publications related to international education follow the report. (CK)

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Unesco associated schools project

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international understanding *at school*

Bulletin No. 59-60/1991

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UNESCO Associated Schools Project

Dear Readers,

In recent years a number of major meetings have been held in different parts of the world resulting in agreement on vital statements and declarations of relevance to the promotion of international education.

Consequently we are pleased to publish in this issue of the bulletin the following texts for your perusal:

- Statement on Violence, Seville (1986);
- Yamoussoukro Declaration on Peace in the Minds of Men (1989);
- Montevideo Declaration on Democratic Culture and Governance (1990); and
- Paris Statement on International Assistance to Victims of Apartheid in the Fields of Education and Training (1991).

An important International Forum on Culture and Democracy, organized by UNESCO and Czechoslovakia, took place in Prague in September 1991 and will be reported on in the next issue of the bulletin.

We should also like to express our appreciation to the young people who collaborated with us in preparing the present issue of the bulletin during their internship with the World Federation of UNESCO Clubs and Associations (WFUCA). They are Victoria Denning (U.S.A.), Sarita Nori (India) and Maria Panniati (Italy) from Mount Holyoke College, Massachusetts, U.S.A.

The Editor

Contents **Page**

Feature Articles 5
Seville Statement 6
Yamoussoukro Declaration 8
Montevideo Declaration 11
Paris Statement 13
Peace in the Minds of Youth 16
International Literacy Year 18
Baltic Sea Project 20
Blue Danube River Project 23

Special Events 24
Subregional Conference, Belarus 24
International Consultation, Chad 26
National Seminar, Germany 27
National Seminar, Greece 28
International Seminar, Togo 29
National Seminar, Venezuela 29

New Initiatives 31
Argentinian ASP National Co-ordinator 31
World AIDS Day 33
The Circle of Coloured Ants 33

Reports on Activities in Associated Schools 36

Publications 51

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UNESCO

The UNESCO Associated Schools Project

The promotion of international understanding and peace through school education has from the outset been one of UNESCO's basic aims and UNESCO's General Conference, at each of its sessions, has adopted resolutions to this end. The Associated Schools Project has served for 38 years as an effective means of extending to educational institutions in many different countries the Organization's educational activity for international understanding and peae.

The Associated Schools project in Education for International Co-operation and Peace was launched with a planning meeting held in November 1953, as the logical next step in UNESCO's action to promote education in schools for international understanding and co-operation. The main purpose is to encourage educational institutions at all levels – pre-primary, primary, secondary and teacher training which have been selected by their UNESCO National Commissions to organize special programmes designed to increase knowledge of world problems and international co-operation, to develop international understanding through the study of other peoples and cultures and to strengthen understanding and observance of the principles of human rights. The ultimate aim is to promote the general development of education for international understanding through the activities of a widespread network of institutions.

At the first Associated Schools meeting held in Paris, there were 21 participants, representing a total of 33 schools in 15 Member States. There are now over 2,600 institutions in 104 couuntries at pre-school, primary, secondary and teacher-training levels. Member institutions are to be found in Africa, Asia, Oceania, the Middle East, Europe, Latin America, Caribbean and North America, in countries representing not only different cultural traditions and different stages of development, but also different economic and social systems.

Correspondence concerning the Bulletin *International Understanding at School* should be addressed to UNESCO, International Education Section, 7, place de Fontenoy, 75700 Paris, France.

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Feature Articles

Declarations and statements relevant to the promotion of international education

The Seville Statement on Violence: A new belief in peace

by
V. Sarita Nori
Mount Holyoke College, U.S.A.

History of the Statement

UNESCO has always concerned itself with the misuse of scientific theories, especially when such an abuse signifies a denial of the democratic principles of dignity, equality and mutual respect of humanity. In 1978, the Declaration on Race and Racial Prejudice was adopted stating that all scientists have a special responsibility to ensure that their research findings are not misinterpreted (Article 8.3). This responsibility was reiterated at a meeting of scientists in Athens in 1981, and it was then that anthropologist Santiago Genoves pointed out the misuse of scientific concepts to justify violence and was. That was the origin of the meeting in Seville.

A true movement towards concrete worldwide peace can materialize only if we first believe that peace is truly possible, and in particular, that we human beings are actually 'capable of being peaceful', so to say.

It was with a view to creating this more tangible vision of peace that on 16 May 1986, at the Sixth International Colloquium on Brain and Aggression, in Seville, Spain, an *ad hoc* committee of 20 psychologists, anthropologists and biochemists, led by Dr David Adams (U.S.A.), drafted the Seville Statement.

The contents of the Statement

The Statement itself begins with an introduction which conveys the idea that there are a number of scientific concepts which have been misused to justify the prevalence of violence and war, and that the correction of these misconceptions would contribute significantly to the International Year of Peace (declared for 1986 by the United Nations General Assembly), by bringing about a more optimistic attitude towards peace. This is followed by five propositions in which major scientific misconceptions are clarified, on the basis of scientific data. And finally, there is a conclusion which reiterates the idea that 'biology does not condemn humanity to war' and that just as 'wars begin in the minds of men, peace also begins in our minds'.

Diffusion of the Statement

Resolution 7.1 adopted by the 25th session of the UNESCO General Conference invited the Director-General of UNESCO '... to disseminate widely the Statement on violence (Seville 1986)...' and the Organization has taken an active part in doing so. The Statement has also been endorsed and disseminated by more than 80 associations such as the American Anthropological Association, National Commissions for UNESCO, and the UNESCO International Congress on Peace in the Minds of Men (Yamoussoukro, 1989), to name only a few. It has been translated into many languages: Finnish, French, Greek, Italian, Norwegian, Russian, Serbo-Croatian, Spanish, Swedish, etc. A number of articles have also bee published in various books and publications such as *Science, Japanese Psychologists for Peace, The Arabs and Human Rights, Interciencia* (Venezuela), *Revija za Psihologiju* (Yugoslavia), *La Prensa* (Honduras) ... Dr David Adams, also acts as the corresponding secretary for a very active support network regarding the Statement.[1]

Education for peace and international understanding: the Seville Statement

Dr David Adams has also edited, on behalf of UNESCO, a brochure entitled *The Seville Statement on violence: preparing the ground for the constructing of peace.* This brochure is part of UNESCO's efforts to disseminate the Statement, especially amongst young people. The brochure is thus designed to be used by secondary school teachers and youth leaders in programmes of education towards peace and international understanding. The brochure contains, amongst other things, suggestions and guidelines for educating youth about the Statement and peace in general. It also includes the Statement itself, accompanied by a useful commentary and a list of publications and resources, to make the Statement available to the broadest possible audience.

The brochure also tells us that studies in Finland and the United States in 1984 and 1986 found that 52% and 44% of students respectively, believed that 'war is intrinsic to human nature'. These guidelines emphasize the fact that most young people already believe in the values necessary for peace. Scientific evidence has also shown that if young people believe that human biology is responsible for our violent tendencies, they are less likely to believe that peace is indeed possible, and hence even less likely to work for peace. Thus it is very important that this misconception be corrected in the minds of young people and teachers can play an important role in this connection. By teaching about the Seville Statement, teachers can provide a solid base for education towards peace and international understanding. By disseminating the Statement, teachers can contribute to the destruction of the myth that we are hopelessly violent creatures.

With this very goal in mind, the brochure suggests some guidelines, based on UNESCO's vast experience in the field

1. For further information, enquiries can be addressed to: The Seville Statement on Violence, Support Network c/o Dr David Adams, Wesleyan Psychology Department, Middletown, Connecticut 06457, U.S.A.

of peace education, and they are very optimistic in their vision of the future. The brochure advises teachers to encourage concrete action by their students, to promote group projects, and to help young people to include their work for peace as an integral part of their daily lives...

In his inaugural address on the occasion of his installation as Director-General of UNESCO, Mr Federico Mayor stressed the importance of the teacher's role: '... it is not certain that conflict is inevitable, and it is not certain that human beings have a propensity towards aggression and war. We cannot be genetically inclined towards love any more than towards aggressiveness. Nurture is stronger than nature. Nurture through education, through training, in the hands of those who are labouring throughout the world at the most difficult, most vital task of all – teachers, of which I wish to speak here and who will be ever present in my mind throughout my term of office.'

A new belief in peace

In conclusion, one can only repeat the words of the Statement: 'The same species who invented war is capable of inventing peace. The responsibility lies with each of us'. But this responsibility becomes easier to fulfil when we know that it is 'biologically and scientifically possible' for us to co-exist in peace. The Seville Statement on Violence simply attempts to instil in each of us this new confidence in humanity and a new belief in peace.

The Seville Statement on Violence

(unabridged text)
Seville, 16 May 1986

Believing that it is our responsibility to address from our particular disciplines the most dangerous and destructive activities of our species, violence and war; recognizing that science is a human cultural product which cannot be definitive or all-encompassing; and gratefully acknowledging the support of the authorities of Seville and representatives of the Spanish UNESCO; we, the undersigned scholars from around the world and from relevant sciences, have met and arrived at the following Statement on Violence. In it, we challenge a number of alleged biological findings that have been used, even by some in our disciplines, to justify violence and war. Because the alleged findings have contributed to an atmosphere of pessimism in our time, we submit that the open, considered rejection of these mis-statements can contribute significantly to the International Year of Peace.

Misuse of scientific theories and data to justify violence and war is not new but has been made since the advent of modern science. For example, the theory of evolution has been used to justify not only war, but also genocide, colonialism, and suppression of the weak.

We state our position in the form of five propositions. We are aware that there are many other issues about violence and war that could be fruitfully addressed from the standpoint of our disciplines, but we restrict ourselves here to what we consider a most important first step.

It is scientifically incorrect to say that we have inherited a tendency to make war from our animal ancestors. Although fighting occurs widely throughout animal species, only a few cases of destructive intra-species fighting between organized groups have ever been reported among naturally living species, and none of these involve the use of tools designed to be weapons. Normal predatory feeding upon other species cannot be equated with intra-species violence. Warfare is a peculiarly human phenomenon and does not occur in other animals.

The fact that warfare has changed so radically over time indicates that it is a product of culture. Its biological connection is primarily through language which makes possible the co-ordination of groups, the transmission of technology, and the use of tools. War is biologically possible, but it is not inevitable, as evidenced by its variation in occurrence and nature over time and space. There are cultures which have not engaged in war for centuries, and there are cultures which have engaged in war frequently at some times and not at others.

It is scientifically incorrect to say that war or any other violent behaviour is genetically programmed into our human nature. While genes are involved at all levels of nervous system function, they provide a developmental potential that can be actualized only in conjunction with the ecological and social environment. While individuals vary in their predispositions to be affected by their experience, it is the interaction between their genetic endowment and conditions of nurturance that determines their personalities.Except for rare pathologies, the genes do not produce individuals necessarily predisposed to violence. Neither do they determine the opposite. While genes are co-involved in establishing our behavioural capacities, they do not by themselves specify the outcome.

It is scientifically incorrect to say that in the course of human evolution there has been a selection for aggressive behaviour more than for other kinds of behaviour. In all well-studied species, status within the group is achieved by the ability to co-operate and to fulfil social functions relevant to the structure of that group. 'Dominance' involves social bondings and affiliations; it is not simply a matter of the possession and use of superior physical power, although it does involve aggressive behaviours. Where genetic selection for aggressive behaviour has been artificially instituted in animals, it has rapidly succeeded in producing hyper-aggressive individuals; this indicates that aggression was not maximally selected under natural conditions. When such experimentally-created hyper-aggressive animals are present in a social group, they either disrupt its social structure or are driven out. Violence is neither in our evolutionary legacy nor in our genes.

It is scientifically incorrect to say that humans have a 'violent brain'. While we do have the neural apparatus to act violently, it is not automatically activated by internal or external stimuli. Like higher primates and unlike other animals, our higher neural processes filter such stimuli before they can be acted upon. How we act is shaped by how we have been conditioned and socialized. There is nothing in our neurophysiology that compels us to react violently.

It is scientifically incorrect to say that war is caused by 'instinct' or any single motivation. The emergence of modern warfare has been a journey from the primacy of emotional and motivational factors, sometimes called 'instincts', to the primacy of cognitive factors. Modern war involves institutional use of personal characteristics such as obedience, suggestibility, and idealism, social skills such as language, and rational considerations such as cost-calculation, planning, and information processing. The technology of modern war has exaggerated traits associated with violence both in the training of actual combatants and in the preparation of support for war in the general population. As a result of this exaggeration, such traits are often mistaken to be the causes rather that the consequences of the process.

6

We conclude that biology does not condemn humanity to war, and that humanity can be freed from the bondage of biological pessimism and empowered with confidence to undertake the transformative tasks needed in this International Year of Peace and in the years to come. Although these tasks are mainly institutional and collective, they also rest upon the consciousness of individual participants for whom pessimism and optimism are crucial factors. Just as 'wars begin the minds of men', peace also begins in our minds. The same species who invented war is capable of inventing peace. The responsibility lies with each of us.

ASP schoolchildren in Ghana express solidarity by collecting children's clothing for refugees from Liberia.

An official from the Ministry of Mobilization thanks the children for their valuable contributions.

7

The Yamoussoukro Declaration on Peace in the Minds of Men: Peace is a mode of behaviour

From Seville to Yamoussoukro

Three years after the Seville Conference, an International Congress on 'Peace in the Minds of Men' was convened by UNESCO in Yamoussoukro (Côte d'Ivoire), from 26 June to 1 July 1989. In fact, the Seville Statement on Violence was considered to be, from the outset, only a first step, since it does not claim to deal with all aspects of violence. Its main role was to sweep away old myths, such as the widespread belief that man is biologically predestined to violence and war in his brains, and clears the atmosphere for the thinking that peace is possible. Experts at the Seville meeting alerted the public to the fact that a 'a number of alleged biological findings ... have been used ... to justify violence and war'. In fact, the Seville statement says 'no!' to the pessimistic view that violence is inheritable and inevitable.

Thus, while it clarifies what are *not* the causes of violence, it does not address the question of what *are* these causes.

A new vision for peace

The aim of the Yamoussoukro Congress was therefore, to go a step further: the so-called biological explanations of violence having been refuted, it sought to elucidate the complex cultural and socio-economic causes of violence and war.

Participants referred to a number of different factors such as: the mistrust engendered by cultural differences, fear of other people, the state of dependence (due to hunger, poverty, drugs, deprivation of freedom and the like), an unjust international economic order, under-development, etc.

From there, they tried to define and highlight the positive aspects of peace, favour the development of a multi-cultural vision for a non-violent future, and encourage any attempts of re-shaping culture in such a way as to lead towards a *new vision for peace*.

Participants in Yamoussoukro stressed that it is only such a vision that can inspire the people to action. They felt that peace with justice and equity is too important a matter to leave in the hands of superpowers, diplomats and experts. Participation by the people is essential, they insisted.

160 specialists from the natural sciences as well as from the social and human sciences came together in Yamoussoukro, to join their forces in an integrated approach, striving for worldwide peace. A great number of observers and governmental representatives, and more than 80 journalists representing the media world-wide, followed the discussions which concentrated on two main themes: (a) peace among men; (b) peace in the context of the relations between humankind and a quality environment.

Yamoussoukro Declaration

The Declaration comprises two parts:

– the first part defines the positive content of peace, and identifies sectors that are promising fields for peace;

– the second part outlines a programme for peace and formulates recommendations for its implementation.

Since the Yamoussoukro Congress concentrated on highlighting trends favouring the construction of peace, rather than drawing up an inventory of possible causes of conflict or obstacles to peace, one of the striking features of the Declaration is the definition of peace as a 'mode of behaviour' and a 'deep-rooted commitment to the principles of liberty, justice, equality and solidarity among all human beings'.

For this purpose, the Congress endeavoured to generate awareness of the emergence of new, non-military threats to peace, such as 'unemployment, drugs, man-induced environmental degradation, lack of development, Third-World debt, resulting in particular from the imbalance between the industrialized countries and the developing countries', etc.

The Declaration also proposes practical and effective measures to nourish a new vision of peace and encourages appropriate approaches in all fields (education, co-operation, science, etc.). To this effect, principal instruments of peace were also discussed, ranging from the most prominent, such as disarmament measures, the peaceful settlement of disputes, the international measures for the protection of human rights, etc., to more subtle considerations such as the necessity for:

– 'the development of a form of co-operation that "...takes account of pluralism, ensures greater justice in international economic exchanges and is based on the participation of all civil society in the construction of peace" ', etc.

Follow-up

UNESCO has always perceived the task of maintaining and furthering peace world-wide, as part of its essential responsibility, and the organization possesses recognized experience in this area. In Yamoussoukro UNESCO underlined its readiness to do everything it can to help carry the dream that 'today, on the eve of the twenty-first century, peace is within our reach' a step further, in accordance with the recommendations of the Yamoussoukro Declaration.

The new 'programme for peace' defined by the Yamoussoukro Congress appeals to the highest governmental instances just as much as to every individual worldwide exhorting them to all join in in the 'exhilarating adventure' of the construction of 'the most precious possession of humanity: peace!'

8

ASP students from the Mahaprutaran Girls' School in Bangkok collect school materials and sports equipment for a less fortunate school in their community.

Yamoussoukro Declaration on Peace in the Minds of Men

(unabridged text)

I

Peace is reverence for life.

Peace is the most precious possession of humanity.

Peace is more than the end of armed conflict.

Peace is a mode of behaviour.

Peace is a deep-rooted commitment to the principles of liberty, justice, equality and solidarity among all human beings.

Peace is also a harmonious partnership of humankind with the environment.

Today, on the eve of the twenty-first century, peace is within our reach.

The International Congress on Peace in the Minds of Men, held on the initiative of UNESCO in Yamoussoukro in the heart of Africa, the cradle of humanity and yet a land of suffering and unequal development, brought together from the five continents men and women who dedicate themselves to the cause of peace.

The growing interdependence between nations and the increasing awareness of common security are signs of hope.

Disarmament measures helping to lessen tensions have been announced and already taken by some countries. Progress is being made in the peaceful settlement of international disputes. There is wider recognition of the international machinery for the protection of human rights.

But the Congress also noted the persistence of various armed conflicts throughout the world. There are also other conflictual situations: apartheid in South Africa; non-respect for national integrity; racism, intolerance and discrimination, particularly against women; and above all economic pressures in all their forms.

In addition, the Congress noted the emergence of new, non-military threats to peace. These new threats include: unemployment; drugs; lack of development; Third-World debt, resulting in particular from the imbalance between the industrialized countries and the developing countries together with the difficulties encountered by the countries of the Third World in turning their resources to account; and, finally, man-induced environmental degradation, such as the deterioration of natural resources, climatic changes, desertification, the destruction of the ozone layer and pollution, endangering all forms of life on Earth. The Congress has endeavoured to generate awareness of these problems.

Humans cannot work for a future they cannot imagine. Therefore, the task of this Congress has been to devise visions in which all can have faith.

Humanity cannot work for a future they cannot imagine. Therefore, the task of this Congress has been to devise visions in which all can have faith.

Humanity can only work for a future they cannot imagine. Therefore, the task of this Congress has been to devise visions in which all can have faith.

Humanity can only secure its future through a form of co-operation that: respects the rule of law, takes account of pluralism, ensures greater justice in international economic exchanges and is based on the participation of all civil society in the construction of peace. The Congress affirms the right of individuals and societies to a quality environment as a factor essential to peace.

Additionally, new technologies are now available to serve humankind. But their efficient use is dependent on peace – both in their being used for peaceful purposes and in the need for a peaceful world to maximize their beneficial results.

Finally, the Congress recognizes that violence is not biologically determined and that humans are not predestined to be violent in their behaviour.

The pursuit of peace is an exhilarating adventure. The Congress therefore proposes a new programme that makes practical and effective provision for new visions and approaches in co-operation, education, science, culture and communication, taking into account the cultural traditions of the different parts of the world. These measures are to be implemented in co-operation with international organizations and institutions, including the United Nations University, the University for Peace in Costa Rica and the Fondation international Houphouët-Boigny pour la recherche de la paix in Yamoussoukro.

UNESCO by virtue of its Constitution is engaged in the cause of peace. Peace is likewise the calling of Yamoussoukro. The Congress is a confirmation of the hopes of humankind.

II
Programme for peace

The Congress invites States, intergovernmental and non-governmental organizations, the scientific, educational and cultural communities of the world, and all individuals to:

(a) help construct a new vision of peace by developing a peace culture based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between women and men;

(b) strengthen awareness of the common destiny of humanity so as to further the implementation of common policies ensuring justice in the relations between human beings and a harmonious partnership of humankind with nature;

(c) include peace and human rights components as a permanent feature in all education programmes;

(d) encourage concerted action at the international level to manage and protect the environment and to ensure that activities carried out under the authority or control of any one State neither impair the quality of the environment of other States nor harm the biosphere.

9

Pupils of the 6th Gymnasium, Katerini, Pieria, Greece, prepare an exhibition on peace.

The Congress recommends that UNESCO make the fullest possible contribution to all peace programmes. It recommends in particular that the following proposals be examined:

1. The endorsement of the Seville Statement on Violence (1986) – a first stage in an important process of reflection tending to refute the myth that organized human violence is biologically determined. This Statement should be disseminated in as many languages as possible together with appropriate explanatory material. The process of reflection should be pursued through the convening of an interdisciplinary seminar to study the cultural and social origins of violence.

2. The promotion of education and research in the field of peace. This activity should be conducted using an interdisciplinary approach and should be aimed at studying the interrelationship between peace, human rights, disarmament, development and the environment.

3. The further development of the UNESCO-UNEP International Environmental Education Programme, in cooperation with Member States, in particular to implement the International Strategy for Action in the Field of Environmental Education and Training for the 1990s. This should incorporate fully the new vision of peace.

4. Study of the establishment with the United Nations University of an international institute of peace and human rights education, particularly aimed at training future cadres through a system of exchanges, teaching and internships.

5. The compilation of texts from all cultures, highlighting the common lessons they yield on the themes of peace, tolerance and fraternity.

6. The development of measures for the enhanced application of existing and potential United Nations – and, in particular, UNESCO – international instruments relating to human rights, peace, the environment and development and those encouraging recourse to legal remedies, dialogue, mediation and the peaceful settlement of disputes.

Montevideo Declaration
Democratic Culture and Governance

The Conference on 'Democratic Culture and Development: towards the Third Millennium in Latin America' took place in Montevideo, Uruguay, from 27 to 30 November 1990 and was organized jointly by UNESCO and the PAX Institute under the auspices of the Government of the Eastern Republic of Uruguay.

The Montevideo Conference brought together at the very highest level about one hundred political and scientific personalities from Latin America and other regions in an attempt to respond to the growing concern in countries of various regions regarding the democratization of political regimes and the democratic governance of the development process.

The Montevideo Conference is particularly important for UNESCO since it is the first far-reaching international action undertaken by the Organization on the subject of democracy. This action constitutes a natural extension of the Organization's ethical and intellectual mission in the fields of Peace and Human Rights.

After a fruitful and original exchange of views and experience, the Conference adopted the Declaration of Montevideo on Democratic Culture and Governance, set out hereunder. This Declaration provides an important input to international reflection on democracy and is intended to serve as a reference for future regional and interregional action, particularly as regards education, social research, cultural policy and the development of legal systems and institutions.

Preamble[1]
(unabridged text)

1. In almost every region of the world, and particularly in Latin America and Europe, the foundations are being laid in public life for the difficult transition to political and economic structures that restore responsibility, initiative and decision-making authority to all social actors. Authoritarian or centralizing forms of organization, which gave a hegemonic State the exclusive right to determine political, social and economic options, are giving way to an increasingly general desire for a new legitimacy based on the popular will and on the recognition of political life as subject to the rule of law.

2. Intellectuals and the Establishment in different countries and regions increasingly tend to view modern democracy not only as the basic expression of popular sovereignty ('one person, one vote'), taking care to ensure the independence of justice, but also as a political practice encompassing pluralism, solidarity and participation in which human rights and civil liberties not only behave as limits to the arbitrary exercise of power but also constitute the ethical basis of social consensus in a civil society formed of free and equal individuals; in which the State, as guardian of national sovereignty and guarantor of the public weal, becomes the supreme defender of civil and individual rights and freedoms; in which conflicts of interest are peacefully resolved in social contracts supported by the law; and, lastly, in which economic activity, concurrently with the democratization of the political process and as a logical manifestation of the same compelling need for change and social progress, develops towards more open forms of initiative and control involving the State, the market and other social actors that enjoy considerable discretion in their decision-making.

3. This more complex and differentiated civil society beckons from the future, challenging the very foundations of our way of life as individuals and communities. In a real pluralist democracy, law, liberty and social justice have to be reconciled. The elimination of social disparities, exclusion and marginality and the furtherance of the development process are major challenges to social imagination and to the solidarity of the different social actors, especially the State.

4. Democracy and sustainable development will depend in large measure on the ability of individual societies to modernize from within, especially through changes and adjustments that enhance the State's efficiency and legitimacy in arbitrating conflicts and administering justice and in providing encouragement and guidance in the economic and cultural fields. It is in this way that existing disparities can be overcome and a new national consensus around the joint project of a more just and more effectively pluralist civil society be promoted.

5. However, given the far-reaching changes in the forms and structures of power in the world at large, there seems little prospect of devising effective and lasting solutions to the complex web of political and economic problems at the level of individual countries. Social change at world level and corresponding changes in the region make it increasingly essential to build up regional and interregional co-operation.With ideological polarization vanishing, the challenge of the future consists in translating public and private resolve into supranational co-operation strategies that ensure political and economic transition at minimum social cost. It is certainly in this context of broader co-operation that more effective action can be taken to counter social exclusion and reduce internal disparities while at the same time lessening external economic, scientific and technological dependence through more effective integration of the States of the region into a world system whose political and economic foundations are rapidly evolving.

6. However, changes in the practical exercise of power and the reorganization of systems of production give rise to changes not only in political, social and economic institutions but also in culture and in the behaviour of the individuals and

1. Original: Spanish

groups moulded by that culture. The other vital dimension of the challenge facing societies in the early stages of democracy is the forging of a democratic culture. A pluralist democratic society cannot work unless it is based on value and knowledge systems that have been spontaneously accepted by a majority of individuals, empowering them to make effective use of political and legal institutions and guiding their behaviour in accordance with criteria about the common good and of justice, equity and social peace. There is therefore an increasing awareness of the need for thoroughgoing cultural and institutional renewal so as to provide a channel for the clashes among the different ideas and forms of social activity that inevitably occur when people are allowed free expression, and to resolve divergences through social achievements representing the creative embodiment of a whole people.

Principles and recommendations

7. Within this general context, the Conference on Democratic Culture and Development in Latin America, held on the initiative of the Government of the Eastern Republic of Uruguay, UNESCO, and the PAX Institute, which has brought together in Montevideo distinguished representatives of the world of politics and science from the region and beyond, on the threshold of the third millennium:

A. Unanimously reaffirms the vital importance of democracy for the future of mankind in that it is:

(a) the only political system and practice based on the sovereignty of the people, open to the active participation in public life of all sectors of society and all shades of opinion, without any discrimination;

(b) the only system and practice for public life capable of bringing about a society based on the rule of law and on the recognition of human rights and of civil and individual freedoms as the ethical basis for a civil society of free and equal individuals, and where the State appears as supreme defender of those rights and freedoms;

(c) the only system and practice for public life which is geared to the peaceful and concerted pursuit of social justice, equity and individual and community well-being under the law.

B. Therefore recommends that States and relevant international governmental and non-governmental organizations commit themselves to promoting democracy, within the framework of regional and international co-operation, through:

(a) the development of comparative research in social and judicial sciences at the regional and interregional levels concerning the nature, functioning and efficiency of the political institutions and machinery and the laws and customs that make for progress towards participatory democracy and towards the democratic governance of development processes, and, in particular, concerning the new functions and forms of organization of the State as defender of rights and promoter of democratic social processes and development;

(b) the development of studies on the possibility of establishing or reinforcing, with the objective of political and economic regional integration, jurisdictions at the regional level in the field of human rights;

(c) the development of national, regional and interregional education programmes designed, with a view to developing a democratic culture, to enhance the people's awareness of the values of freedom, solidarity, justice, social peace and tolerance and to provide them with the knowledge on political institutions and law they need to exercise democracy in a way that is genuinely guided by the principles of human rights;

(d) the development of national and regional cultural policies and structures conducive to the different social actors' participation in national public life in a politically responsible way.

C. Recommends in particular that UNESCO, which has a specific responsibility within the framework of the United Nations with regard to human rights and peace, should give priority in its biennial programmes and medium-term plans to activities aimed at promoting democracy in social and cultural life. Specifically, it should, in co-operation with interested Member States and with relevant public and private institutional networks:

(a) promote and organize forums for reflection and exchanges of ideas among the intellectual and political communities;

(b) develop for subsequent inclusion in general human rights and peace education programmes contents about democracy and democratic values;

(c) carry out comparative studies concerning existing mechanisms for: (i) negotiation and peaceful settlement of conflicts of interest; (ii) interaction between civil society and the State; (iii) horizontal social participation and communication.

Students from the 'Institut de Formacio Profesional Christofol Ferrer', Barcelona, Spain, learn about the role of the United Nations in promoting respect for human rights.

Support given to the Montevideo Declaration

Member States

Argentina - Bolivia - Brazil - Colombia - Costa Rica
Chile - Ecuador - Mexico - Panama - Paraguay
Dominican Republic - Uruguay - Venezuela - Hungary

Scientific organizations

Latin American Social Sciences Council (CLACSO)
Latin American Faculty of Social Sciences (FLACSO)

Non-governmental organizations

South American Commission for Regional Peace

12

Paris Statement on International Assistance to Victims of Apartheid in the Fields of Education and Training: Education in Non-racial, democratic, Post-Apartheid South Africa

'The brutal and rigourous enforcement of apartheid in South Africa over the years has precipitated a crisis of monumental proportions in the black educational system, a crisis which, by its sheer gravity, has forced a consensus among South Africans across political spectrum that this was an issue deserving to be placed very high on the list of political priorities', Nelson Mandela, represented by an African National Congress (ANC) official, said in a message read on his behalf during the Paris conference on educational needs in South Africa.

Statistics are indeed alarming: out of the some 15 million black children of school- going age, more than half, i.e. 8 million are out of school. Also, the South African Government spends about five times more on a white school child than a black one.

At the first 'International Conference on the Educational Needs of the Victims of Apartheid in South Africa' held at UNESCO headquarters in Paris from 25 to 27 June 1991, participants expressed indignation at the South African educational system and called for measures to improve the great imbalance between educational possibilities for blacks and whites.

Some 50 international educational specialists, including 12 prominent experts from South Africa, came together with representatives of non-racial educational organizations of South Africa, and of UN agencies such as UNESCO, UNICEF, UNDP (United Nations Development Programme), ILO (International Labour Organization), UNHCR (United Nations High Commissioner for Refugees), the World Bank, etc., to discuss the effects of apartheid on the educational system in South Africa, assess the educational needs of the victims of apartheid and identify strategies for the future.

Convened by the United Nations, (and more specifically by the United Nations Committee against Apartheid) jointly with UNESCO, in co-operation with the United Nations Educational and Training Programme for Southern Africa (UNETPSA), this conference served to bring together black and white specialists from South Africa as well as from different parts of the world, to talk with and listen to each other. In their effort to clarify and define some of the basic educational needs of the country's majority population, participants agreed on a final statement. This statement, the 'Paris Statement', aims at drawing the attention of international public opinion to the gravity of the educational situation of black South Africans.

One of the main objectives of the conference was for participants 'to make recommendations on how the international community, particularly the United Nations, could assist in meeting the educational and training needs of the victims of apartheid, particularly during the crucial period of transition to a non-racial and democratic South Africa', reported Ms Lucette de Andrade, a UNESCO educational specialist.

A United Nations representative at the conference presented a statement on behalf of Secretary-General, Javier Perez de Cuellar, stating that while he was encouraged by the positive steps taken by South African authorities, he was concerned at the fragility of the process now under way: 'I am particularly disturbed by the intensity of the violence that has gripped South Africa in recent months. This violence poses a serious threat to the complex process directed towards elimination of apartheid and the establishment of a united, non-racial, democratic society as called for in the United Nations Declaration on Apartheid.'

Nelson Mandela abides in the same direction when he declared in his statement that his organization welcomes the steps taken by South African President de Klerk, but regrets that the negotiation process is blocked because of the government's reluctance to carry out its promises. Mandela also accuses the Pretoria Government for having failed to end the violence that already cost thousands of lives and recalls that there are still about 1,000 political prisoners incarcerated in his country. He stressed the important role the international community can play in the process of eliminating the effects of apartheid in the educational system of South Africa.

'The international community can contribute to this process by exercising the leverage at its disposal to pressure the regime towards honouring its commitments. It stands to reason that the international community cannot deprive itself of its capacity to act, by abandoning pressures against Pretoria', said Mandela. This appeal to the international community is reflected in points 6 to 8 of the Paris Statement.

As far as the international community is concerned, participants insisted on the importance of directing, adapting and co-ordinating international assistance to serving the true priorities of the victims of apartheid. Participants agreed that the role of the international community in financing projects was not to replace the educational policy of the local government, but that it is clearly the South African government's responsibility to implement appropriate reforms (Paris Statement points 10 and 13).

'Education will have an important role to play in a new South Africa', underlined Mr Eduardo Portella, UNESCO's Deputy Director-General for Programmes, in his opening speech. He assured participants that UNESCO will give every possible support to meet the educational needs of a changing South Africa and added that UNESCO and other international organizations should have closer links with anti-apartheid organizations in providing more training to South Africans.

The Paris Statement goes even further in its concern about the content of education. Special mention is made of the importance of rethinking the values underlying the educational system. Inevitably this will lead to a renewal of educational contents and methods. Human rights teaching and the introduction of humanistic and cultural values in view of promoting

a culture of peace and democracy are particularly recommended (Paris Statement point 9).

Officials of the 'International Conference on the Educational Needs of the Victims of Apartheid in South Africa', UNESCO, Paris, June 1991; from left to right: Mr S. Mousouris, Assistant Secretary-General, Centre Against Apartheid (U.N.); Mr Federico Mayor, Director-General (UNESCO); Mr Huslid, President of the Conference; and Mr A. Abrous, Centre Against Apartheid (U.N.).

Paris Statement on International Assistance to Victims of Apartheid in the Field of Education and Training

(unabridged text)

1. The education crisis in South Africa, created by the policies and practices of apartheid, has reached disastrous proportions. In this situation, a massive effort is necessary in order to overcome the historical, psychological, structural and societal inequities of apartheid.

2. Participants in the Conference agree that the onus for providing equal and quality education to all South Africans in a unitary system and redressing existing inequities in the crucial field of education lies with the government of the country. It is also clear that the people themselves have a crucial role to play as full participants in this process, so as to promote a culture of learning.

3. Participants of the Conference call on the South African Government to fully and urgently address the quantitative and qualitative components of the education crisis by taking appropriate political, legal, financial and other measures, and accordingly call on the international community to continue taking appropriate measures towards that end, consistent with the United Nations Declaration on Apartheid and its Destructive Consequences in Southern Africa.

4. The participants noted a number of positive developments taking place in South Africa. They welcomed the initiatives of the anti-apartheid groups that intervened in the education crisis and spearheaded the establishment of the joint working group with the authorities. They called for an educational system to be instituted in South Africa soon, consistent with the Universal Declaration of Human Rights and such international conventions as the Convention against Discrimination in Education and the Jomtien World Declaration on Education for All.

5. Participants in the Conference are of the view that international educational and training programmes should be geared towards meeting the needs of the majority of South Africans, thereby assisting in the political, economic and socio-cultural transformation.

6. It is incumbent upon the international community to support efforts in South Africa: (a) to restructure the educational system; to provide, in a concerted manner, appropriate educational and training opportunities for Black South Africans in order to alleviate the current education crisis and thus facilitate the transition to a non-racial and democratic South Africa; to co-operate and co-ordinate action in order to avoid duplication of effort and ensure a cost-effective allocation of resources; and (b) to contribute to the formulation and implementation of an international component of a Human Resource Development Strategy for South Africa.

7. Participants also noted the need for South Africans to discuss education transformation and agree on a common set of educational priorities. They called upon the international community to support the initiative for a national conference for this purpose. They affirmed the necessity for the anti-apartheid groups to play a central role in organizing such a conference.

8. Participants are of the view that international agencies and educational programmes concerned can contribute to meeting the needs of the victims of apartheid particularly by means of:

(a) supporting and complementing South Africa's endeavours towards major educational restructuring through quality education, research and development of learning material;

(b) promoting debate on, research into and development of curriculum reform;

(c) providing resources to assist in addressing the huge problems of illiteracy and numeracy, school drop-outs, the marginalization of women and other structural imbalances;

(d) providing assistance for the training of the managers of educational change at all levels, including teachers' educators, planners, curriculum specialists, and administrators;

(e) assisting in the establishment of a massive programme of adult education;

(f) emphasizing language, science and technology and the development of technical and vocational education with a views to redressing the current skewed distribution of Black students in these areas;

(g) assisting in training programmes in the fields of public administration, policy analysis and planning and business management and strengthening the capacity of institutions and organizations;

9. It is emphasized that a skill development programme is not enough. It is imperative that special attention be given to rethinking the values which underlie the educational system, curricula and teaching materials at all levels and forms of education. In this connection, it is necessary to introduce

Members of the UNESCO Secretariat and delegates of the Conference.

14

into the educational content and methods, humanistic and cultural values. It is also important to promote the principles of human rights in education and educational practices which will in turn support a culture of peace and democracy.

10. With the changing circumstances in South Africa, and in view of the severity of the educational crisis in that country, it is important that assistance by the international community be provided in the most effective manner and in accordance with priorities identified by South Africans themselves.

11. To the extent possible, educational and training programmes conducted abroad should take into consideration the potential for job placement in South Africa, including self-employment. In this connection, the private sector, community and non-governmental organizations as well as international educational and scholarship programmes concerned are called upon to work out mechanisms and arrangements whereby South Africans trained abroad are given job opportunities to contribute to the political, economic and social development of their country.

12. Universities and other educational institutions which promote educational and training programmes for the Black majority should be supported. In this connection, international agencies and educational institutions should co-operate in developing exchange programmes of graduate students and faculty with such South African universities and institutions.

13. Participants agree that major programmes of bilateral and multilateral educational co-operation and assistance to South Africa, whether public or private, should liaise closely, periodically exchange views and co-ordinate action. In this connection, it is agreed that the United Nations and UNESCO, in co-operation with other UN agencies and major intergovernmental programmes, should work to ensure that there are mechanisms for such collaboration. It is proposed that a meeting for that purpose be organized at the beginning of 1992 under the auspices of the United Nations Educational and Training Programme for Southern Africa.

15

Peace in the Minds of Youth

by
Francisco Gomes de Matos
Professor, Federal University of Pernambuco
Recife, Brazil

Introduction

As part of my Research Project on 'The application of the concept of **peace** in the teaching-learning of Portuguese as a native and foreign language', I conducted a survey of high school students' views of peace from July to December 1990, a few months before the outbreak of the Gulf War. Seven schools were selected, three from Recife (the State capital) and four from rural areas. In accordance with the sound educational philosophy that prior to applying a principle or a concept, the researcher should take into account what human beings think and say. A brief questionnaire was designed and presented to teenagers attending private and public schools in the northeastern state of Pernambuco.Thus, a survey of what students thought and said about peace was taken as a prerequisite to drafting and implementing guidelines and actions aimed at integrating peace in language teaching programmes.

The criteria for selecting the schools in the sample were: (i) teachers who would administer the questionnaire had to attend a preparatory workshop given by the researcher at the Federal University; and (ii) schools would be representative of different geographical and socio-economic backgrounds. Accordingly, the coastal, central and farwestern regions of Pernambuco state were covered and so were students whose family income ranged from low middle class to upper middle class, corresponding to both the **non-urban public school and the urban private school** continuum.

Another factor characterizing the selection of schools was that, given the focus of the Project, only teachers of Portuguese and of foreign languages (English, French) would be selected. Most of the questionnaires were answered during a composition class in Portuguese. All answers were given in Portuguese, Brazil's national language. The three questions were as follows:

1. What is peace?
2. What is (meant by) having peace?
3. How can there by peace in the world?

All teachers administering the questionnaire had at least one briefing with the Project Director in order to avoid influencing respondents and to be sure that no previous discussion concerning peace and related topics took place before administering the questionnaire.

Upon asking students in the Recife schools which of the questions they had found the most demanding, teachers reported that many teenagers selected the first one. They also admitted to some difficulty in distinguishing it from the second question (less abstract; slightly personalized). Many students from Colégio Santa Maria in Recife expressed a particular delight or satisfaction on being asked their views on world peace. It should be made clear that the number of students from other countries attending such schools is relatively small, so the influence of an international atmosphere can be discarded.

Students' replies: selected answers

What is peace?

- Peace is being able to walk down the streets of one's city without anyone threatening you. (A boy of 13 from Garanhuns public school).
- Peace is a feeling, a state of loving, of fraternity which is absent from many people (a 14-year old boy from Santa Maria private school, Recife).
- Peace is the union which must exist among all persons (16-year old girl, Deem Bosco public school, Recife).
- Peace is the union that makes sense to mankind (14-year old girl, Arcoverde public school).
- Peace is mankind respecting and understanding one another's problems, living without violence (14-year old boy, Arcoverde public school).

What is (meant by) having peace?

- It is a united family in which parents do not quarrel (15-year old boy, Arcoverde Public School).
- It is trying not to make war, embracing everyone without fear or restriction (18-year old girl, Deem Bosco Public School, Recife).
- It is doing one's share in the world, that is, to be good to all and not to be misled by those who do evil (16-year old girl, Garanhuns Public School).
- It is living in harmony with everything and everybody, not looking for trouble and, if necessary, reaching an agreement on something with someone (13-year old boy, Santa Maria School, Recife).
- It is not to quarrel and not to let others quarrel, by helping them to find tranquility and understanding (14-year old boy, Bodocó Public School).

How can there be peace in the world?

'There will be peace in the world when people set aside their unlimited ambition (greed) and their selfishness. Peace will come about when people no longer have prejudices or discriminate against others. Finally, there will be a more harmonious and just world when human beings unite and struggle for a morally stronger world which we long for. In order for that to happen, however, it is imperative that there be mutual assistance among persons and among countries. It is necessary for all to awaken to the fact that there is something better and more important than money ...' Rosana

16

Claudia Cursino Lima, 13-year old student of Colégio Santa Maria, Recife.

Overall analysis of answers

Although no significant differences were found between the replies of girls as compared to those of boys – they share the same 'core' vocabulary, especially nouns an verbs – there is a tendency for girls to reply in terms of an **affective** perspective (particularly true of answers to questions 1 and 2), with attention to feelings and emotions. There was a noticeable feature in many of the boys' responses to the first and third questions: explicit reference to doing away with violence. By integrating the most recurring or frequent concepts embedded in the students' replies, seven dimensions of peace could be identified, as follows:

Ecological dimension: Peace is harmony among all beings on this planet (17-year old girl, Deem Bosco School, Recife).

Spiritual dimension: Peace is having faith (14-year old girl, Arcoverde School).

Philosophical dimension: Peace is everything that a person can receive with a positive value (14-year old boy, Santa Maria School, Recife).

Political dimension: Peace is union among persons so that together they can defend their rights (14-year old girl, Helena Lubienska Institute, Recife).

It is first of all being healthy, having a less violent country, a serious and honest country (16-year old boy, Arcoverde School).

Psychological dimension: Peace is a feeling of calm and tranquility (14-year old girl, Bodocó School).

Peace is being united with someone else, liking one's parents, one's classmates, one's teachers (13-year old girl, Bodocó School).

Global (universal) dimension: Peace is the union of all nations and all races (16-year old girl, Garanhuns School).

A composite definition of peace would have to contain at least those seven dimensions or features stated above, showing the interaction of socio-psychological, philosophical, ecological, political, ecological and universal concepts.

Practical suggestions: How to promote and enhance international education in language teaching

As concerns the implications of the research for promoting and enhancing cross-educational and cross-cultural understanding, the following suggestions can be made:

1. Documentation on learners' (especially **language** learners) views of peace and related concepts could be gathered, compared and disseminated for the benefit of all those professionals seriously engaged in helping foster a sense of global awareness, consciousness, sensitivity. Maybe a data bank (multilingual, if possible) could be established somewhere, under the aegis of a non-governmental organization, with UNESCO support. A cross-culturally revealing documentation could emerge, showing to what extent and in what ways conceptions of peace by learners – and additionally, by teachers and parents of students – reflect aspects of local contexts as well as universally shared information. Guidelines on how to make pedagogical use of such intercultural data could be prepared by an international team of scholars, gathered in a workshop or symposium arranged for the purpose.

2. A thorough, in-depth analysis – with the aid of computer technology – of learners' vocabulary concerning peace could provide **peace through language education researchers** with crucial information on how positive, peace-promoting words and phrases are being used or omitted in texts written by teenagers within a school context. Ways for coping with such peace-enhancing lexical gaps would be conceived and classroom-tested. One example would be asking groups of students to fill in blanks in texts from which peace-promoting words had been deleted. Another possibility would be challenging students to change the wording of an interview (available on videotape) so that participants could use a peace-promoting vocabulary instead of a negatively-oriented lexical selection. I have already compiled a mini-lexicon (verb-centred) for use in Portuguese language teaching in Brazil.

3. The occurrence of key concepts such as violence, quarrel, struggle, discrimination, disagreement, disharmony in students' replies to the questionnaire would suggest that conflict-resolution strategies could very well become an important component in native language teaching syllabuses. A crucial inference drawn from the documentation on Brazilian teenagers' views of peace is that the preparation of students as citizens of their countries as well as of the world calls for the implementation of **communicative peace** in school curricula, particularly within second or foreign language education, as recommended in the article *What the world needs now: communicative peace*, issued in FIPLV World Newsletter, No. 22, May 1991, pp. 1-2 (published by the International Federation of Modern Language Teachers).

4. A data bank could be started on students' suggestions for world peace including information and publications (from leaflets to handbooks) written entirely by students to be disseminated within educational systems.

5. UNESCO's Associated Schools Project could sponsor the organization and editing of a volume (or a series of volumes) on secondary school students' views and actions in favour of a peace-loving world.

6. A glossary of peace-enhancing, promoting, sustaining terms might be included in books for the preparation of language teachers.

Associated Schools Project (ASP) Activities during International Literacy Year (ILY) (1991)

On the occasion of ILY, Associated Schools undertook a wide range of activities. Often they joined their efforts to those of local UNESCO Clubs and Associations, to various literacy initiatives already under way in their community, as well as to national literacy committees set up for International Literacy Year (ILY).

Most ASP national and sub-regional seminars held during ILY included workshops or at least discussions on literacy issues.

Concrete activities were so numerous that only a few can be mentioned. Examples range from a teacher-training institute in **Colombia** which launched a literacy programme for women in its community, to a tutoring programme providing technical and material assistance for schools in the north of the country by a teacher-training college in **Bangkok,** to schools in Chad which organized several activities to sensitize the community to the problems of illiteracy.

In Associated Schools of the **Europe region**, the predominant theme was functional illiteracy in one's own society. In **Germany** students organized discussion groups on this subject, as well as exhibitions of children's paintings, poems, various printing activities, photographs. Primary school students designed, drew and sold Christmas calendars and donated the money to a local literacy programme. On the national level, Associated School teachers constituted a working group on literacy in which priority is given to activities aimed at promoting reading and writing for children and adults.

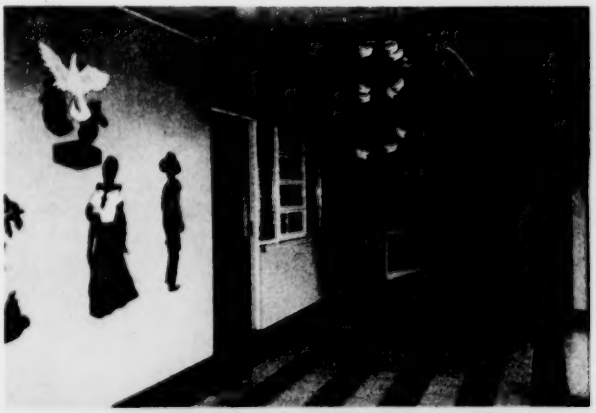
A single high school in **Switzerland** succeeded in collecting 30,000 Swiss francs for the construction of a primary school in Togo (see school report in this issue of our Bulletin). This sum is meant to cover material costs only, the inhabitants of the Togolese village in question are ready to take on the construction work themselves.

The annual Swiss national ASP seminar was also devoted to a literacy question: 'the right to write'.

In **Spain** high school students carried out community surveys on literacy problems in their own social environment. They also undertook bibliographical research on the state of literacy in developing as well as in industrialized countries and produced an audiovisual presentation comprising slides, a video film and a written script illustrating literacy problems and its causes in the Third World.

On the **Caribbean** islands of **Trinidad and Tobago**, girls helped younger pupils in remedial English classes, and organized a spelling and literacy quiz. A local boys' school constituted six groups which each undertook a project on facilitating literacy awareness among other students, using songs and music.

Several schools participated in the ILY poetry and poster competition organized by their National Commission for UNESCO.



ASP students in Trinidad and Tobago organize a game of basketball in exchange for literacy skills.

Associated Schools in Costa Rica undertake a wide range of peace-related activities during 'Peace Week'.

18

In **Costa Rica** Associated Schools co-operated with the National Literacy Commission in organizing literacy classes for adults, especially marginalized youth in rural areas. They can proudly look back on 56 courses attended by a total of 1,009 adults.

Among the numerous joint projects between Associated Schools and UNESCO Clubs, **priority** was given to two themes:

1. The importance of **reading** and **writing** in **human communication** – throughout the year students worked on school bulletins, mural periodicals and posters on literacy issues (several schools created their own monthly bulletin);

2; **Mobilization** of as many students as possible to participate in various **literacy campaigns**; these volunteers undertook a study on illiteracy in their community, enabling them better to understand the phenomenon and to design courses for urban marginalized groups. Each UNESCO Club member committed himself to teach one person to read and write. Seminars held for educators, Associated School and UNESCO Club co-ordinators on themes such as 'the actual state of illiteracy in Costa Rica', 'children's literature' had a great deal of success.

Associated Schools and **UNESCO Clubs** and **Associations** usually make it a point to participate in activities related to UN **international years.**

But **ILY** was special in the way that it gave students and club members the opportunity to lend an ear to the problems of their fellow citizens, and to come up with **innovative ideas** pertaining to the specific situation and **needs** of their **community,** to **work together** in **groups,** and to engage in **concrete project work** beyond the school walls right in with the community at large.

As a follow-up to ILY, an Associated Schools/UNESCO Club sub-regional **seminar** was held in **Lomé, Togo,** from 25 to 29 March 1991, under the auspices of the World Federation of UNESCO Clubs and Associations (WFUCA). One of the objectives of this seminar was to design national literacy pilot projects to be conducted in each country represented at the seminar.

Baltic Sea Project
An innovative educational initiative

In the autumn of 1988, during the Fourth European Conference of Ministers of Education held at UNESCO Headquarters, Finnish educational authorities consulted UNESCO about a promising and challenging new educational project which they intended to launch concerning the Baltic Sea.

From the outset, the project had several innovative features. Its objectives involved both environmental education and intercultural learning, it was to be launched through two of UNESCO's networks – the Associated Schools Project and the International Network of Information for Science and Technology Education (INISTE) and it was envisaged to involve all seven countries bordering the Baltic Sea (Denmark, Federal Republic of Germany, Finland, German Democratic Republic, Poland, Soviet Union and Sweden).

Only three years later, in 1991 the Baltic Sea Project, the BSP as it is often referred to, has become a well known, highly recognized and acclaimed educational project, not only within the six Baltic countries (six on account of the Germany reunification) but by the international community. Let's take a look at what happened and what is going on.

A student from the Simo Secondary Schools (which is the most northern school in Finland participating in the BSP) catches aquatic animals as part of a science project of measuring the degree of cleanliness of the Baltic Sea.

Launching of the BSP

In April 1989 the Finnish National Commission for UNESCO invited the Baltic countries and UNESCO to send representatives to Helsinki to attend a planning Consultation to elaborate the conceptual framework for the BSP at which the following points were decided upon:

– The participation of all Baltic Sea countries;

– The designation of a national BSP co-ordinator and identification of BSP participating schools preferably on or near the Baltic catchment area;

– national experimental and innovative educational activities leading to the collection and development of common core educational activities.

– The co-ordination of the BSP by Finland;

– A bi-annual BSP newsletter.

By early 1990 there were already 114 institutions taking part in the BSP and six months later the number increased to 138, ranging from 5 schools in Latvia to 52 in Sweden. An important facet of the project is the extensive twinning and reciprocal visits taking place between BSP schools in different countries. Such links are greatly contributing to intercultural learning between young people and teachers.

Since the BSP operates at different levels – school, national and sub-regional, it might be useful to draw attention to some recent and future initiatives and events.

BSP schools

In view of the large number of schools taking part in the BSP it was decided early in the Project to produce a special catalogue describing each school and this was published in October 1990. The catalogue contains a map of each BSP country, and the name and address of the BSP national co-ordinator. On each school, there is abundant information: name, address, age of pupils, working languages of the school, special features, main BSP activities, etc. Such a catalogue has provided co-ordinators and schools with an overview of the numerous initiatives under way and it has played a very helpful role in facilitating contacts and links between BSP schools.

Examples of the type of schools taking part in the BSP are the following:

20

Latvia

The Svejniekciems Secondary School is located practically on the Baltic sea and the River Age, exactly 400 metres away, in a small fishing village some 40 kilometres from Riga, the capital of Latvia.

As part of their participation in the BSP the students learn to know and better observe nature in general and in particular life in the Baltic. A group of students formed a team of 'Guards for the beauty of the environment' and their work has involved tree planting and making flower beds (the planting of some 1,500 flowers). Through their courses in biology, they observe the water quality of the Baltic and study ways and means of protecting flora and fauna. Another team of young people called 'greenkids' have undertaken a campaign to improve and maintain old parks in the community.

The students are also in contact with the local fishery co-operative 'Zvejnieks' which shares with them their research findings on problems of pollution. The students at the school are learning English and look forward to establishing links with BSP schools abroad. So far, a contact has been established with the Chapmanskolan located on the shores of the Baltic in southern Sweden.

Germany

At the end of the Flensburger Fjord, a sidearm of the Baltic Sea, lies the harbour town of Flensburg and the ASP Grund- und Hauptschule. The closeness of the sea touches directly the daily life of Flensburg's inhabitants, be it for pleasure – sailing, swimming, etc., or for work – fishing, shipping and industry.

The students' main concern is the deterioration of the Baltic and they strive to identify causes and seek solutions. For example, they take note of soiled beaches, the look and smell of the water, the conditions for sea life and restrictions on swimming. They examine probable causes – agriculture, industry, tourism, sea traffic or a combination of these factors.

Their study of solutions cover government efforts for clean water, dam building, and pumping oxygen into the water.

All of the activities conducted aim to make an impact on the students and to encourage them to work together to preserve the beauty and qualitative life in their seaside resort town.

Sweden

As part of its priority in support of environmental education, the Broskolen School in Sweden has set up an ecological workshop involving some 70 students aged 13 to 15. The programme includes the study of biological interactions between nature and human beings, problem solving, the use of computer technology in conducting environmental research and approaches to local and global aspects of environmental study.

The school has already been very active in establishing Baltic partnerships. Members from the workshop visited BSP participants in Tallin, Estonia, in October 1990 and students will be attending the Baltic Youth Camp to be held in Kiel, Germany, in September 1991.

Amongst the innovative activities sponsored by the workshop is a rehabilitation programme for injured wildlife. Work in this project required the construction of a large aviary for wounded birds. This initiative was highly praised by many and the cage is often visited by other schools and environmental organizations and has been given attention by the mass media.

Finnish schoolchildren march in Helsinki in support of a clean Baltic Sea because 'tomorrow it may be too late'.

Ecological co-operation is however not limited to Sweden and the Baltic countries. Every year the school organizes an annual field trip to the island of Mallorca (Spain) for bird-watching and ecological fieldwork. It also has a link with a school in Chembe Village, Cape Maclear, Malawi with which it exchanges correspondence and materials. The Swedish students have studied Lake Malawi, one of the world's old-

Finnish students on the steps of Parliament House, Helsinki, sing songs and make speeches in support of the Baltic Sea Project.

est, largest, sub-tropical lakes and they supplied their penpal friends with pencils, erasers and pencil sharpeners.

Broskolen's ecological workshop combines successfully academic study of the environment with participatory projects and it links local concerns with global issues.

BSP participation at the national level

Each country is taking an active part in the BSP. For example in Finland there are two BSP co-ordinators (one in charge of ASP and the other one responsible for INISTE) and a dynamic network of some 25 schools including schools for sea-faring, maritime studies, fishery and aquaculture, high schools, etc. As part of Finland's contributions to the project, special emphasis has been placed on the preparation and publication of teaching material. A multi-media kit for art teachers entitled 'Tracing Water' aimed at promoting the cultural meanings of water, legends and myths on the Baltic, aesthetic aspects of water, etc., has been prepared including a series of 40 slides, a video cassette and a 150-page book. The kit was produced in 200 copies by the Ministry of Environment and sent, free of charge to all Finnish BSP schools. It might be published later commercially by the University of Applied Arts. A 100-page guide book on *Assessing quality of water through chemical and physical measurements* is to be finalized by two ASP/INISTE teachers. Thanks to a financial contribution from a private company it will be sent free to all teachers of chemistry and physics. It will be translated into English and revised prior too September 1992 in the light of contributions received from other Baltic countries. Another 100-page draft manuscript will be finalized on *Assessing quality of water through biological indicators* is under preparation.

The BSP lends itself to national events such as the one held in Helsinki on 26 April 1991 when some 700 BSP students gathered in front of the Finnish Parliament as part of a Public Demonstration for a Cleaner Baltic Sea with banners and signs reading 'Tomorrow will be too late', 'The Baltic Sea is Our Common Responsibility'. Some members of parliament joined them, discussed with them the future of the Baltic and listened to their speeches and songs composed by the students. In preparation for the national encounter many schools stated a 'Baltic Day' during which one school devoted itself, for example, to finding ways for sharply reducing the 1,000 daily sheets of paper the school was using. As one student stated 'I think our generation is assuming the right attitudes for preserving the environment, not simply sounding off a lot of empty phrases'. (*Sources*, UNESCO, No. 27, June 1991).

BSP regional co-operation

Every year the BSP National Co-ordinators meet to exchange information on results obtained, to discuss questions of mutual interest and to make plans for the future. The first encounter took place in Helsinki in April 1989 as already mentioned above, followed by the second consultation in Tallin, Estonia, one year later and which decided that BSP countries should strive to formulate a common core programme for environmental work on the Baltic Sea. During the consultation participants were invited to a celebration on the occasion of Earth Day, 22 April, which was honoured by the President of Estonia and the Estonian Ministers for Education and Environment.

The Third Consultation will be held in Denmark from 9 to 13 September 1991.

In June 1990 some 40 teachers and educators from Baltic countries attended a BSP workshop in Kiel, Germany, during which they examined, in-depth, several themes as part of the proposed common core programme: water quality assessment, the influence of man on animal and plant life in specific coastal areas, the 'Coastwatch Project', and 'users' of the Baltic Sea.

In September 1991 a major youth camp about the Baltic Sea will be held in Germany for BSP students from the Baltic countries. A year later a regional event entitled 'Schools for the Baltic Sea' will be organized in Kotka, Finland, for some 250 students and teachers, and several other events, publications, etc., are being planned.

Effectiveness of the BSP

Although it is too early to draw final conclusions about the BSP, the overall co-ordinator for the Project, Ms Liisa Jääskelaïnen (Chief Inspector, Finnish National Board of General Education)- reports the following: 'The Baltic is the most polluted sea on the globe. We have reason for worry. Yet one of our most serious problems is that people feel helpless and powerless. Good education can release people from such feelings. The children participating in the BSP are lucky because they are not alone with their anxieties about the future. They are learning that through participation they can break the vicious circle of powerlessness'. (*Sources*, UNESCO).

In view of all the initiatives under way and scheduled for the future it is obvious that we will be hearing a lot more about this innovative and challenging ASP/INISTE Baltic Sea project.

22

Blue Danube River Project

When one thinks about pollution, water often comes immediately to mind – our local ponds, lakes, streams, beaches and oceans. We remember how sparkling blue or green they were when we were growing up and how they have far too often changed colours over the years to gray, brown and even black. The causes of change stem from many different sources: industrialization, intensive agriculture, population density, urbanization, tourism, neglect, etc., and if action is not taken urgently, the polluted areas will continue to worsen.

It is easy to say that solutions to water pollution or contamination have to be found by the scientists, hydrologists and applied by the politicians, economists, industrialists, farmers, and other decision makers. However we cannot keep 'passing the buck' to others. If environmental issues are to be quickly and permanently settled they require the co-operation of everyone.

Over the centuries, much prose, poetry and music have been written about the Blue Danube but unfortunately its colour has also changed. Consequently, UNESCO conducted in 1990 an interdisciplinary feasibility study for a 'Blue Danube' Project which includes environmental education action. In an effort to contribute to such action through two UNESCO networks, the Associated Schools project (ASP) and the International Network for Information in Science and Technology Education (INISTE), a planning meeting to launch a Blue Danube River (BDR) project (an environmental, scientific and cultural project) was held in Krems, Austria, from 18 to 20 February 1991 under the auspices of the Austrian National Commission for UNESCO.

Seven of the eight Danube countries* ensured representation and there were also experts from Italy, Poland and the Ukrainian SSR. The participants drew up guidelines for the launching and conduct of the BDR. For example it was suggested that each Danube country identify and invite ASP institutions, preferably those on or in the vicinity of the Danube to take part in the BDR in co-operation with INISTE members in each country. Although it was originally suggested to involve secondary schools, emphasis was later placed on involving different types of schools e.g. high schools, technical and vocational schools, specialized schools in science, languages, etc. The introduction of multidisciplinary and interdisciplinary approaches was recommended, involving as many teachers as possible in each school so as to include all subjects in dealing with the environmental and cultural issues concerning the Danube.

As concerns teaching methodology, in addition to cognitive methods, it was proposed to develop socio-affective techniques as well involving role-playing, simulation exercises, problem-solving techniques, etc. Furthermore, a wide range of extra-curricular activities were proposed involving field trips, excursions, community projects, etc.

ASP representatives from the Danube countries.

In order to launch the BDR at the national level in each country, it was suggested that a planning meeting be convened in each country to enable:

– each BDR school to present its plans;

– the organization of national events (e.g. campaigns, exhibitions, tree-planting along the Danube, etc.);

– compilation of a bibliography of publications, studies, documents, literature, statistics, reports, agreements, etc., available on the Danube in each country; and

– the planning of sub-regional events (workshops for teachers on specific themes, camps, expeditions, student festivals, etc.);

As a first initiative, at the regional level, it was decided to try to prepare a series of wall maps of the entire Danube River. Each country would prepare its own segment of the river showing its special features such as flora, fauna, parks, places of interest, areas of environmental concern, and historic sites. Once completed, the map series would be annotated with additional information on the Danube and printed for distribution within the Danube countries and beyond.

In view of the coverage given to the Baltic Sea Project (see previous article) by the mass media, the participants agreed that efforts should be made to invite the press, radio and television to cover BDR action and events at the school, local, national and sub-regional levels so as to inform as many people as possible about the Project, its objectives and results.

It was decided that the Austrian National Commission for UNESCO, would serve as the regional co-ordinator for the BDR at least during its initial stage.

* Austria, Bulgaria, Czechoslovakia, Germany, Hungary, Romania, the Soviet Union and Yugoslavia.

Belarus

Subregional Conference of Associated Schools of the Soviet Union, Belarus and the Ukraine held in Minsk, Byelorussia
2-7 December 1990

This conference was convened by the Byelorussian National Commission for UNESCO with the help notably of the Byelorussian Ministry of Public Education, the USSR National Commission for UNESCO and Byelorussian authorities. The objective was to reinforce the ASP network in the whole country.

The conference was attended by:

– ASP teachers and co-ordinators (about 60 in all) from the Soviet Union, Byelorussian and the Ukraine, (some travelled from as far as Novosibirsk, Tbilisi, Tashkent, Odessa, Leningrad, etc.);

– Representatives from ministries, state authorities, universities and research institutes as well as various committees, associations (Peace through Family, etc.) and foundations (Soviet Peace Fund, etc.);

– ASP national co-ordinators from 5 Member States (Bulgaria, Germany, Norway, Poland, Switzerland);

– Journalists from the regional and national Soviet media.

The conference took place mainly in plenary sessions where the Soviet teachers had the opportunity to express themselves during a planned 'open tribune'. The 5 foreign ASP co-ordinators presented their respective systems and latest activities.

Three discussion groups: ecology, culture, human rights, finally gave participants a possibility to express and exchange their ideas.

UNESCO representative to the Subregional Conference of ASP Schools, Minsk, December 1990, visiting an Associated School.

Recurrent themes of concern were:

– to increase the effectiveness of ASP co-ordination units;
– the need for a clear regional/national ASP strategy;
– ASP insufficiently known by authorities, parents, etc.;
– teachers need more support (financial, moral, extra time);
– information flow needs to be improved within the country, as well as with UNESCO;
– culture: it is intended to start by improving awareness within the country, since sometimes Soviet children know more about life in the U.S.A. than about other Soviet regions;
– ecology/environmental education: this topic has become particularly important since the Chernobyl catastrophe, and a recurrent term is education for 'ecological culture'; as regards the Black Sea Project, plans for a new environmental and intercultural project were presented by Bulgaria, which is also prepared to be the co-ordinator;
– community projects: work with the handicapped, environmental projects, production of dolls with regional costumes, etc.;
– teacher training: teachers' main interests converge around education for 'ecological culture', peace, conflict resolution and for education of children to be responsible citizens and to be able to live in democracy; some institutes have already elaborated teaching modules on conflict resolution and peace education; recently emphasis has been placed on early age and individual needs of children, paying attention to matters close to the heart of the child; on experimenting with new, unusual ways of teaching, games, personal participation of each child; on the importance of multidisciplinary education, an integrative approach, conveying the world as an integral system, favouring planetary conscience; in-service teaching training requested and encouraged, especially new teaching methods and contents.

Media coverage

Television interviews with conference participants were to be part of the Byelorussian TV programme for young people 'The Crystal Globe'.

Recommendations

(a)Recommendation summarized from conference discussions:

• reinforce the ASP co-ordinating units for the USSR, the Ukraine and Byelorussia; at the local level the possibility should be envisaged of sharing responsibility between the National Commission for UNESCO and the Ministry of Education;

• develop an appropriate national strategy defining a common approach for schools, and at the same time strengthening the ASP status in the educational system;

24

• innovative teaching material and methods should be exchanged with foreign ASP schools;
• improve information flow within the country, as well as with UNESCO;
• encourage and provide in-service teacher training and seminars, leave-time should be tolerated for interested teachers;
• regular regional and national ASP meetings should be organized by the ASP national co-ordinators, in conjunction with the relevant ministries of education and other authorities; participation of Soviet, Ukranian and Byelorussian ASP teachers in subregional and international conferences, workshops or consultations should be made possible.

(b) Recommendations contained in final report:
• establish and reinforce links between ASP schools on the local ,sub-regional, national and international levels; student and teacher exchanges should be facilitated and supported in every possible way;
• establish or reinforce links and co-operation with UNESCO Clubs and all other relevant associations, bodies or centres in and outside the USSR;
• increase knowledge about, and the status of, achievements and ongoing projects of ASP through newsletters, the media, meetings, workshops, etc.;
• promote international education as a component of school curricula; develop a source book on international education;
• promote a new vision of the world, based on universal values and the need for harmonizing relations between human beings and their environment;
• create a documentation centre containing information on the UN, UNESCO and the development of the Associated Schools Project worldwide.

Conclusion

Even though Associated Schools were launched in this country as early as the 1960s, the 'real work' started only recently, since so far there had been little contact between schools within the country and even less contacts with schools outside it. The importance of contacts and links between Associated Schools was stressed over and over again, and other subregional and international meetings were called for.

With the recent educational reforms and the important social changes under way in Soviet society, teachers face a challenging situation. It is a time of research, innovations, trial and error. In this context, Associated Schools were often said to have a special role as 'exemplary research centres', since they already have some experience in trying out innovative methods and materials. Great important is also given to their link with other countries as well as with UNESCO as an intergovernmental organization. Associated Schools were thus described as bridges'.

Finally, one of the most important roles of this conference is to bring together teachers from all parts of this country – most met for the first time – and provide a forum for discussions and an opportunity for them to exchange experiences.

Chad

International Consultation, Chad
Take heart for international education – all 2,450[1] of you!

It was Chad that hosted the Second International Consultation (19-23 November 1990) on the Associated Schools Project (ASP), which discussed the Interregional Project (IRP) to enhance the ASP's multiplier effect.[2]

International education on the threshold of the 1990s – What goals should it pursue? What methods should be used? What results can it achieve? How can these be evaluated?

These were some of the questions which confronted the 32 representatives of the 10 countries participating in the Associated Schools Project (ASP) who attended the consultation in the Chadian capital, Ndjamena.

Although the Associated Schools Project was set up by UNESCO in 1953, its rate of growth reached its peak in the 1980s when 1,000 additional schools in 74 countries joined. By 1991 the Associated Schools numbered 2,450 in 101 countries.

The special interest taken in the ASP's activities in recent years is due to the fact that it is increasingly realized that, in an internationalized and interdependent world, responsible citizens need knowledge, skill, experience and understanding concerning the manifold ethnic and cultural particularities of their fellow citizens so as to feel at ease in their relations with them.

The considerable extension of the Associated Schools network has also given rise to questions as to the best way of adapting the forms and methods of international education to the network's new dimensions and to the political situation generally on the threshold of the 1990s. In this

Participants of the Second IRP International Consultation in N'Djamena, Chad

1. Number of Associated Schools in the world at the end of 1990.
2. Summary of an article by Wolfgang Reuther, member of the German National Commission for UNESCO and Rapporteur of the Chad Consultation, which appeared in *UNESCO Heute* in March 1991.

25

connection it would be well, in particular, to make the experience gained by the ASP better known throughout the network and also to extend its multiplier effect outside.

To increase the multiplier effect of the Associated Schools Project, an Interregional Project (IRP) was launched at an international meeting held in Bangkok in December 1988. The meeting was attended by representatives from 10 Member States – Argentina, Australia, Bulgaria, Chad, Finland, Federal Republic of Germany, the Republic of Korea, Thailand, Trinidad and Tobago, and Tunisia.

These countries represented all the regions and major cultural trends in the world and, owing to the diversity of their practical experience, and their longstanding participation in the ASP, they were able to put forward a wide spectrum of views.

Ten countries pool their experience.

The purpose of the Chad consultation was to assess what had been achieved since the Bangkok meeting as against the goals set, and in the light of recent international events, and on that basis to envisage activities for the future.

In order to attain the goals set for the Associated Schools by the General Conference of UNESCO at its twenty-fourth session (1987), the participants in the Bangkok consultation (1988) had recommended the following major tasks:

– strengthening of units for the co-ordination of the Associated Schools Project at national level and readjusting of strategies in line with the goals of the Interregional Project;

– stepping up relations and exchanges with institutes of education and the strategic sectors of the education system;

– participating in multilateral pilot projects with a view to improving various aspects of international education.

The national reports submitted at this meeting and the discussions afforded evidence of a considerable improvement in the quality of the work of the participating countries and a remarkable wealth of ideas, activities and experience.

The general opinion was that this new impetus would revive and intensify efforts throughout the 101 countries participating in the ASP.

The following examples illustrate some aspects of the activities carried out in the different countries. Most of the projects are connected with the World Decade for Cultural Development (1988-1997).

Australia launched a programme for the twinning of schools with a view to associating its discovery and that of its cultural diversity (there are 150 ethnic groups in Australia) with the making of international contacts. After studying their own origins and identities and their position and status in Australia's present multicultural society, the students each contacted a school in his or her country of origin. After a pilot phase involving a limited number of schools, this programme is to be extended to all schools, with the co-operation of the education authorities. Many private schools, denominational or secular, have also expressed interest in it.

In **Thailand** similar projects are under way. In the main, they involve the twinning of schools in the centre of the country with schools in remote northern parts.

In **Argentina,** research on local history and culture had been encouraged so as to enable students to know their own roots and subsequently establish international and intercultural relations. In this connection, students interviewed local writers, artists, scientists and politicians, made studies of local history, visited workshops producing handicrafts, and so on. The results of this project, analysed and evaluated at the school by voluntary working groups, were presented to the public at evening entertainments or in exhibitions. In this way the schools managed to secure new partners for their future projects and to make the goals of the Associated Schools known to the outside world. What is more, teamwork helpted to establish new relations of mutual respect between students and teachers.

In **Chad** the Associated Schools organized meetings with children from other parts of the country faced with insuperable difficulties due to the deterioration of the environment. In view of the strained relations existing in some cases between different Chadian populations, this project made a considerable contribution to national solidarity and intercultural dialogue. In addition, with the setting up of UNESCO Clubs in some schools, these schools were able to take part in the country's literacy programme.

In the **Republic of Korea** the teachers developed syllabuses for international education. At the practice stage, three schools of different levels were associated with teacher training colleges. Once the sy'abuses have been revised they will be made available to schools throughout the country.

In the **Federal Republic of Germany** two handbooks were published, one on intercultural school exchanges, the other on the promotion of international understanding through the learning of foreign languages. At national level priority is being given to the incorporation of Associated Schools in the former German Democratic Republic and the consolidation of the ASP. At interregional level, the German Associated Schools are participating actively in the Baltic Sea Project (they organized an international summer camp for 100 students in September 1991); the Blue Danube River (BDR) Project; and the Sahel Desertification Project (with Chad and Tunisia).

A periodical evaluation of each interregional or national project is submitted at the annual meetings of the German ASP and discussed.

In **Finland** the education authorities took into account UNESCO's 1974 Recommendation concerning international education when laying down guidelines for the working out of syllabuses and they have already prepared the corresponding teaching materials. In 1990, for the first time, a special course was followed by 25 trainees, who received a State qualification. Some of them were even employed by schools as advisers on matters relating to international education. Computer programmes were developed especially to facilitate the twinning of schools. Cultural weeks devoted to non-European cultures (e.g. India, Islam) were organized in various schools.

In **Bulgaria** teachers in Associated Schools took part in an interdisciplinary pilot project on environmental education. In co-operation with scientific associations, they went through textbooks on physics, chemistry, biology, geography, history, language and literature with a view to filling in the gaps, revising certain outdated definitions and concepts, and enriching the contents with more critical comments.

In **Trinidad and Tobago** a survey was carried out to enable students, teachers and parents to express their opinions on world problems and identify the themes to which they attached particular importance. The findings served as a basis for the preparation of teaching materials in keeping more with common interests and concerns.

In **Tunisia** special attention was paid to a study of the efficiency of the co-ordination of the Associated Schools at

26

national level. The task was entrusted to a newly formed committee of representatives of the education authorities and the National Commission for UNESCO. The schools themselves concentrated on various out-of-school activities in the fields of culture, development, human rights and the protection of the environment.

The theme of the environment

Environmental problems have aroused much interest in all the participating countries. As a result, it was possible to transcend the traditional conception of an international education limited to the humanities for the most part and scarcely applying to the sciences.

Thus the two projects spotlighted at Ndjamena were the Baltic Sea Project (see article in this issue) and the Sahel Project. It is within the framework of the Sahel Project that seven German schools maintain contacts with partners in Chad and Tunisia with a view to working out together a textbook on desertification. The Ndjamena Consultation afforded them an opportunity of co-ordinating their efforts.

Day-to-day work problems

The Consultation also gave its attention to the problems and difficulties frequently encountered in day-to-day work, namely: lack of financial resources, equipment, teaching materials, and information. Some difficulties were reported, too, in regard to the seeking and launching of exchanges of correspondence between schools and the implementation of joint projects. These problems arise mainly as a result of the different conditions prevailing from one school to another, differences in educational level, diversity of interests, lack of clear concepts, language barriers, etc.

This song was performed by the National Ballet Company of Chad on the occasion of the Second International Consultation on the Interregional Project to increase the multiplier effect of the ASP, November 1990, Ndjamena.

Song of the Chad National Ballet

Do you know UNO, friends?
UNO is the Union of all the countries
Which reject war, which want peace,
Respect for men and for women,
And the co-operation of all the nations.
That is UNO, friends!

Do you know UNESCO, friends?
UNESCO is a branch of UNO that strives
So that people everywhere
Will be well educated, well taught,
Respected in their cultures.
That is UNESCO, friends!

Do you know the UNESCO Project, friends?
The UNESCO Associated Schools Project?
It's the Union of schools that want peace –
Peace, understanding and co-operation,
In our hearts and in our minds.
That is the UNESCO Project, friends!

Tom-tom!
Tom-tom tom-tom!

Director of the National Ballet Company of Chad and one of the authors of the ASP song

Germany

National seminar of Associated Schools Project authorities in Germany
Donaueschingen, Federal Republic of Germany,
16 to 20 September 1990

Every year the various Länder take it in turns to organize the national seminar of Germany's Associated Schools. In 1990 it was the turn of Baden-Würtemberg to receive the 120 participants at a State teacher training college.

Besides a majority of teachers from the FRG's various Associated Schools, participants included representatives of the federal and national education ministries and members of the German National Commission for UNESCO. For the first time, those responsible for the GDR's 13 Associated Schools were also invited.

Organization of the seminar

In addition to the plenary meetings, participants attended one of the five workshops arranged for them:

1. Human rights teaching:
   Rights of the child, with the participation of a UNICEF representative.
2. Environmental education:
   'Water in my life',
   'Desertification', in collaboration with Chad,
   'The Baltic Sea', in collaboration with the seven riparian countries.
3. Intercultural learning I:
   Meeting with artists from various countries.
4. Intercultural learning II:
   Intercultural exchanges of students – preparation of a practical handbook.
5. Literacy.

Other highlights of the seminar

– Screening of the film on literacy, 'Stanley and Iris' – The National Commission arranged for this film to be loaned free of charge to all the FRG's Associated Schools.

– Performance of traditional dances, accompanied by percussion instruments, given by the Ghanaian group, Khalifi, which also led the 'Intercultural Learning I' workshop.

– Presentation of the work of students from some 30 schools – Carefully prepared, it included a play on human

27

rights, a project on the fall of the Berlin Wall, as well as various reports on school exchanges, cultural and intercultural projects and a multitude of studies on literacy or the environment – the favourite theme, which was represented in a wide variety of ways.

Main aspects emphasized at the seminar

(a) **Close collaboration** between **West and East German** Associated Schools (twinning of schools, and the exchange of teachers and teaching materials in particular), should be given priority among future activities.

(b) **The international project 'Children's Games around the World'.** A detailed description of this activity was presented to participants by the project co-ordinator, Mr Kaehler, Berlin.

(c) **Publication of the handbook, *Water in my life*.** Edited by Mrs I. Classen-Bauer in collaboration with a number of specialists and teachers, this handbook of about 300 pages is ready for publication. Participants in the 'Water in my life' workshop addressed a recommendation to UNESCO urging it to publish this handbook, the high standard and innovative approach of which were commended.

(d) **Admission of schools for the handicapped to the ASP.** Mrs Schuchardt, Vice-President of the German (FRG) National Commission for UNESCO, expressed the wish that schools for the handicapped should be included in the Associated Schools Project. She suggested, in particular, that the end of the United Nations Decade of Disabled Persons (1983-1992) would be a most suitable occasion for this purpose. The co-ordinator for the Baden-Würtemberg Land announced that a meeting was shortly to take place between Associated Schools and schools for the handicapped.

(e) **'Rights of the Child' petition.** At the closing meeting, participants signed a petition to the German Government in Bonn urging it to ratify the International Convention on the Rights of the Child.

(f) **Future projects.** The workshop themes were to be taken as a basis for work with the students over the following year. In view of the widely differing situations and education systems prevailing in the different Länder, a wide variety of themes was actually encouraged. Projects relating to the environment and human rights (the rights of the child, in particular) appear to be arousing growing interest on the part of teachers and students.

Priority goals also included closer collaboration with Associated Schools in the ex-GDR and the strengthening of the action of each school through an interdisciplinary approach.

Conference of the Länder Co-ordinators
19 and 20 September 1990

In view of the large number of Associated Schools in the FRG (62 at present, including schools awaiting official recognition) and the existence of a federal political system, each Land has a regional co-ordinator. The Länder co-ordinators meet twice a year, one of these meetings taking place within the framework of the national seminar.

As the FRG has been a member of the ASP network ever since it was set up, in 1953, and the persons in charge have always been committed to it, the results are rewarding. The situation of the ASP in the FRG has developed considerably: Firmly established and well organized, it has gained the confidence of the local education authorities and thus benefits from many advantages, such as:

– financial support (Hessen provides an annual budget of 25,000 DM for the Associated Schools of that Land);

– freeing of persons in charge of ASP from duty a few hours, or a few days, a week;

– material assistance of all kinds, as for instance the hosting of a students' seminar in a hunting lodge in Berlin.

Representatives of the education authorities are invited to participate in the annual seminars too.

These annual meetings, by the way, afford the persons in charge of Associated School activities in Germany a unique opportunity of meeting colleagues from schools of different types and levels (primary, secondary, technical, vocational) or from other Länder. They are a singular source of innovatory ideas and methods and enable colleagues to pool their experience. What is more, a few representatives of Associated Schools in other countries – neighbouring countries such as Poland or Switzerland, for example – are also invited. The cordial atmosphere of these meetings stimulates and motivates participants for future action.

Press coverage

Following a press conference, five articles appeared in local newspapers and the local radio station broadcast interviews with teachers from Associated Schools.

Greece

National Seminar of the Associated Schools Project (ASP) held in Athens, Greece
19 and 20 November 1990

This first national seminar was held to establish and intensify links between ASP teachers and to reinforce the ASP in the country. It was convened by the Ministry of Education and Cults.

Salient aspects of the seminar

The seminar was attended by:

– teachers and principals from Associated Schools all over Greece,

– about 15 pupils from Associated Schools in Athens,

– representatives from the Ministry of Education and Cults, Athens,

– ASP representatives from other European Member States: Bulgaria, Cyprus, Italy.

An exhibition outside the conference room provided concrete examples of projects carried out in Greek Associated Schools, including project reports, newspaper clippings, school magazines and samples of teaching material.

The opening addresses were given by the Special Adviser to the Ministry of Education, and President of the Seminar, by the Vice-Minister of Education, by the Director of Primary Education and a UNESCO representative. Other representatives from the Ministry of Education as well as the dean of the Pandeic University intervened in the course of the seminar.

Throughout the seminar, individual teachers raised the issue of the need for reinforcing the co-ordinating unit of the ASP in Greece and for more regional and national encounters. Many teachers gave examples of their work and there was a great deal of exchange of experience.

Recommendations

Ms Xenou, acting national ASP co-ordinator, summarized all the ASP activities in Greece and the problems and difficulties that teachers encounter.

28

She presented a list of 9 main 'suggestions', all converging towards the general goal of making the Greek ASP system more effective and of establishing a national strategy.

This 'list of suggestions' was then discussed by participants.

Conclusion

The most striking feature of this seminar was the composition of participants: students, teachers, principals, ministry officials and ASP representatives from other countries, all met together for the first time. They were able to express themselves freely, listen to points of view often differing from their own, confront each other at times and compare experiences. Apparently teachers from remote Greek islands rarely have the opportunity to meet teachers from the mainland. All agreed on the importance of maintaining contacts and making plans for the future.

Questions from students made for a fresh and spontaneous input, the experience of teachers from far away islands constantly brought discussions back to reality, other European representatives provided new ideas, while the ministry officials promised to pay more attention to ASP in the future, for example in supporting specific programmes, establishing a link between UNESCO's CODIESEE (Programme of Co-operation in Research and Development Educational Innovation in South and South-East Europe) and the Associated School network by including ASP innovations in national curricula.

Togo

First international seminar on the great challenges of the end of the twentieth century
Theme: 'The UNESCO Clubs and Associated Schools in the face of illiteracy'
Lomé, Togo, 25 to 29 March 1991

This was the first of a series of seminars designed to prepare young people for the challenges they will be facing before the year 2000. It was to lead to the setting up of pilot projects at local or national level involving educators from the Associated Schools and members of UNESCO Clubs. Following International Literacy Year (1990) and the many activities undertaken individually by UNESCO Clubs and Associated Schools all over the world, it was decided to devote this first seminar to the promotion of literacy for adults and children in Africa, a region in which the illiteracy rate is particularly high.

Participants came from six African countries: Benin, Burkina Faso, Burundi, Central African Republic, Guinea and Togo. They were either educators or national co-ordinators for the Associated Schools or members of UNESCO Clubs or Associations in their respective countries.

Some non-governmental organizations were represented too – as, for instance, ASAFED (African Association of Education for Development) and CUSO (Canadian University Services Overseas). Mr Augustin Mariro and Mrs Sigrid Niedermayer-Tahri represented UNESCO. The World Federation of UNESCO Clubs, Centres and Associations (WFUCA) was represented by Mr Patrick Gallaud, its Deputy Secretary-General at the time.

The seminar was taken up mainly by the presentation of projects and pilot projects by participants from each of the six African countries represented. This was followed by an exchange of views and background discussions on problems relating to education and literacy peculiar to each country.

Togolese national television covered the opening and the closing of the seminar.

Recommendations to the Associated Schools and UNESCO Clubs

It was mainly in the working groups that practical recommendations for the UNESCO Clubs and Associated Schools were put forward. They concerned, in particular:

– the importance of literacy in national languages;

– awareness-raising and the mobilizing of full support for literacy for women;

– the importance of functional literacy adapted to the needs of the target groups;

– the need to harness all available means of communication in the different countries to promote literacy;

– the need to involve the authorities in the different projects of the UNESCO Clubs and Associated Schools.

The participants left full of enthusiasm and strongly motivated to carry out projects on their return.

Venezuela

Venezuela organizes first ASP seminar on environmental education

Some fifty teachers and educators taking part in the Associated Schools Project (ASP) in Venezuela attended a national seminar on environmental education on the theme 'The child and his/her relations with the environment' held in Barquisimeto in September 1990.

The seminar brought together specialists from various institutions related to children and the environment in order to provide teachers with up-to-date information about environmental issues. The seminar also served as a forum for teachers to exchange their views and experience on approaches taken to introduce environmental education through their teaching.

One of the proposals which resulted from the debates called for the creation of 'a scientific journal for children' to reinforce their knowledge and concern for contemporary environmental questions. It was felt that such a 'school

Mr Federico Mayor, Director-General of UNESCO, is greeted by teachers and pupils of an ASP school.

29

journal was important not only for young people, but also for parents, teachers ... and that its elaboration implied ... active education based on the everyday experiences of the child'.

It was also recommended to develop new teaching methodologies to stimulate the perceptive capacity of the child and to help them get more interested in science and hence enjoy the pleasure gained from scientific research and discovery.

The seminar included a video-forum on 'aesthetic education for peace', the inauguration of an exhibition of local crafts, a visit to an anthropological museum where a special project was conducted with children entitled 'Under a tree one feels at peace', and a visit to the Macuto forest where engineers and technicians spoke to the teachers about current problems facing forests and short- and long-term solutions envisaged.

The press gave the seminar extensive coverage.

30

Tribute to UNESCO Associated Schools Project (ASP) National Co-ordinator

The Associated Schools Project is an international network of some 2,640 institutions in 104 countries (in 1990) which strives to promote international education through the conduct of experimental activities on such themes as world problems and the role of the United Nations System in solving them, human rights, other countries and cultures, and environmental issues. The Project is conceived to have a multiplier effect whereby the innovations developed, e.g. teaching methodology, educational materials, etc., are incorporated in the mainstream of the educational system for the benefit of the other schools in the country. Launched in 1953, the ASP is in its fourth decade of implementation and continues to develop both quantitatively and qualitatively. Much of the success of the Project can be traced to the women and men who have been responsible for its co-ordination at the national level. Consequently, in this issue of the bulletin (as well as in future issues) tribute is paid to an ASP National Co-ordinator for his or her much esteemed contributions in furthering international education, not only at the national level, but also at regional and institutional levels.

Ms Esther de Zavaleta, ASP National Co-ordinator in Argentina from 1970 to 1990.

Name: Esther de Zavaleta

Country: Argentina
ASP National Co-ordinator: Argentinian National Commission for UNESCO from 1970 to 1990.

Educational background

Completed doctoral course at the Faculty of Arts, University of Buenos Aires. Teacher of philosophy in secondary schools, teacher-training colleges, etc.

Distinctions received

Tribute and testimonials

At the Municipal Public Library of Arrecifes (Buenos Aires Province), award of a medal for her work in the field of education. At the Social Club of Arrecifes, award of a Certificate of Merit. At the invitation of the Minister of Education of Córdoba Province and on that of the Rector of the University of Tucumán. From the students who took part in the successive ASP Seminars. Expressions of gratitude from a large number of the country's NGOs. Expressions of public appreciation for her work in contributing articles to journals.

Distinctions

Technical co-operation grant from the French Government and UNESCO. Appointed Adviser for the first United Nations handbook for teachers, *World Concerns and the United Nations*. Appointed to the Regional Centre for Higher Education in Latin America and the Caribbean by the Director-General of UNESCO. Nominated by the Government of the Republic of Argentina as a candidate for the UNESCO Prize for Peace Education. Her being responsible for the Education Sector made her virtually the National Co-ordinator for the ASP.

ASP accomplishments at the national level

Seminars

During the period concerned she was responsible for the organization of seven seminars and various Study Days in different parts of the country.

In 1973 a National Seminar was held in Buenos Aires for the training of co-ordinators and heads of Associated Schools.

In 1974 she organized a subregional seminar at which representatives of the countries in the subregion and a UNESCO official from Headquarters were present. The theme of the Seminar was 'Methods, materials and techniques'.

In 1976 a National Seminar/Workshop was held in Mar del Plata on the theme of 'New approaches to education for international understanding' – an innovative method based on D. Wolsk's socio-affective method.

In 1978 a Seminar was held on 'The achieving of the objectives of the ASP', a vital theme which the Seminar helped to clarify.

In 1980 she organized a Latin American Regional Seminar on regional co-operation and the possibility of establishing a network.

In 1984 another Latin American Regional Seminar was held with as its theme 'The role of youth in programmes of

31

education for peace', in preparation for International Youth Year.

In 1986 the need was felt for a national seminar to review all aspects of the application of the ASP.

In 1987 a Study Day on the ASP took place at which Buenos Aires and Córdoba Province were represented.

In 1989 a National Seminar organized by the 'Victor Mercante' School was held at Villa María, Córdoba, to analyse the methodologies and materials prepared for the ASP.

Publication of articles, books, teaching materials, newsletters

Articles abound – from articles or reports published by the press in the places at which the seminars and meetings were held (in some cases radio and/or television interviews) to regular articles in the local press where the Associated Schools are established. Between 1971 and 1976 the ASP had its own quarterly newsletter for the exchange of information. From 1978 onwards it had a Publications Section in the newsletter of the Argentinian National Commission for UNESCO. A Final Report was issued for each of its seminars.

Projects

Argentina has always made a point of leaving the schools free to choose their themes and methods of work, bearing in mind the different social and cultural contexts. No theme is imposed, although information is provided on the special themes of the year. Argentinian teachers are very creative and are constantly surprising everyone with their inventiveness and skill. This makes for richer experiences and a wider variety of activities.

Projects and studies undertaken by the Associated Schools in Argentina

– 'Interregional experimental project on the study of world problems' (1982)

– 'Training of teachers in the principles of education for peace' (1983/1984)

– 'Commemoration of the fortieth anniversary of the end of the Second World War' (1985)

– 'Experimental project for the selection of Associated Schools for the production of teaching materials' (1986)

– 'Training of teachers in the preparation of methods of education for peace' (1987)

– 'Interregional Project (IRP) for the extension of the Associated Schools Project' (1988-1992).

Indication of special moments/highlights during the ASP co-ordination period

Local, regional or national observance of days or years specially designated for the purpose by the United Nations or UNESCO: International Education Year, International Year of the Child, International Youth Year, International Year of Shelter for the Homeless, International Women's Year, International Literacy Year, etc. This involved studies during the school year, inter-school panels organized and led by the students, debates, lectures by guest speakers specializing in the subject concerned followed by free discussions, etc. No list of such activities would be complete, but it must be mentioned that the Argentinian Associated Schools always unquestioningly observed the days and years indicated by the National Co-ordinator within the limits of their resources. Some schools extended their action to the whole community; some associated the parents and grandparents in their action; some organized exhibitions of paintings or other art works open to the public (large or small communities); many availed themselves of the presence and willingness to speak of Ambassadors of different countries for the inauguration of special classrooms or schools, for the recognition of famous pacifists, the organization of national days, etc. On these occasions teachers from the Associated Schools brought their influence to bear on the schools outside the ASP. The National Co-ordinator met requests for advice or for speakers from other institutions, NGOs in particular.

Study visits to other countries

Associated Schools in France, Belgium, Spain, Bulgaria, Thailand, Union of Soviet Socialist Republics, Chile, Paraguay, Brazil, Peru, Ecuador, Colombia, Panama, and Mexico.

Consultations

United Nations consultation for the preparation of its first teacher's guide, *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education* (1983), and for a Course for Latin American fellowship holders. UNESCO consultation to give fresh impetus to the ASP and organize seminars in Paraguay, Brazil and Peru.

Indication of ASP impact on the community/country and diffusion of ASP information (mass media, etc.) at the national level

Information on ASP was made available as far as possible at all levels by means of:

(a) Press conferences before seminars, newspaper reviews afterwards. Publication and wide distribution of the Final Reports.

(b) Various articles in newspapers and periodicals on specific activities and on the ASP in general. A number of journalists and ASP teachers took advantage of their position to make the ASP more widely known.

(c) The active collaboration of the various NGOs in the campaigns.

(d) Weekly radio programmes (especially in the hinterland), television interviews and demonstrations (e.g. the socio-affective method).

(e) A 'Friendship Wave' to link up amateur radio operators the world over in order to spread ASP ideas.

Measures taken to have legislation passed on the development of the ASP in the country

(a) Decisions issued by the authorities for the inclusion of schools or universities in the different provinces or in State education bodies.

(b) Decisions taken by the different district authorities for the designation of their representatives on the Co-ordinating Committee.

(c) Ministerial decisions allotting funds for seminars. Granting of leave to co-ordinators and heads of schools to attend meetings.

(d) Ministerial decisions concerning the attendance of the National Co-ordinator (or other persons) at meetings and of

32

the National Co-ordinator at Consultations.

(e) Decision No. 535 of 1989 by which the Education Minister decided to apply the principles of the UNESCO Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms (1974) throughout the State education system.

Mrs Esther de Zavaleta is the author of the publication, Aportes para una Pedagogía de la Paz, UNESCO/OREALC, 1986.

1 DECEMBRE JOURNEE
L'UNESCO UNIT SA VOIX A CELLE DU MSPP ET DU BCPNLS POUR EXHORTER
LES JEUNES D'HAITI A BLOQUER LA PROGRESSION DU SIDA
COMMISSION NATIONALE HAITIENNE
DE COOPERATION AVEC L'UNESCO

ASP schools in Haiti observe World AIDS Day.

Associated Schools contribute to the observance of World AIDS Day, 1 December 1990

Over the years, institutions taking part in the Associated Schools Project (ASP) have conducted many activities and events in observance of international days declared by the United Nations General Assembly. Consequently, it was hoped that secondary schools and teacher-training institutions would take special measures in contributing to the observance of the third World AIDS Day 1990.

Each year World AIDS Day focusses on a special theme. In 1988 it dealt with the need for 'global mobilization against AIDS'; the second year's theme (1989) covered 'the importance of youth in combatting the virus' and the 1990 theme was 'Women and AIDS' The Secretariat received reports on action taken.

For example, the Iere High School in De Gannes Village, Siparla (Trinidad and Tobago) arranged for a community social worker to come to the school to talk to the students about AIDS (the teachers did not attend the session so as to encourage uninhibited discussion and expression).

The exchange of views was open and fruitful and covered a number of topics including risks involved and ways of preventing the infection. The students appreciated the discussion and as one girl concluded 'We are extremely grateful for such knowledge and we feel quite responsible for our own well-being'.

Another school, the Nsaparima Girls' High School, in collaboration with its UNESCO Club, conducted several activities. On 28 November, students enacted, in the school auditorium, a play written by one of them and which dealt with a teenage mother who had the virus. The play received a warm reception and the message was clearly transmitted. Following the play, talks were given about AIDS by several specialists.

On 29 November, Dr Eduouard Addo, who is involved in AIDS research at the San Fernando General Hospital gave a lecture on 'Women and AIDS' which drew the attention of his listeners to the reality of the dangers of AIDS.

A display was mounted in the school lobby from 27 November to 7 December 1990. The colourful posters, informative handouts and hints made the school population and visitors aware of the dangers of AIDS.

The school devoted also an editorial to this increasing world problem in its newspaper entitled *The Voice of the 1990's* which concluded with the following slogan 'DON'T BECOME A VICTIM OF THIS KILLER, DON'T BECOME ITS PREY. BE AWARE AND INFORMED'.

As a result of these activities the entire school population was well informed on the importance of WORLD AIDS DAY and the students' concluding statement was 'We hope that our efforts have made a strong lasting impact on the minds of those who experienced them'.

In Haiti, Associated School students were involved in several initiatives taken by the Office for the Co-ordination of the National Programme for the Struggle Against AIDS and in co-operation with the Haitian National Commission for UNESCO. They were invited to a special exhibition in connection with World AIDS Day and were given T-shirts bearing the inscription 'Women and AIDS' as well as an attractive and informative 1991 Calendar on the theme 'Women and AIDS'.

The Circle

by Anne Gayet, novelist (*Ferry Story*, Paris, Denoël, 1989) and the author of children's stories. Through rhymed verse as in nursery rhymes, she illustrates the conflict that may arise from differences in appearance and shows its absurdity in circumstances as simple as that of a school playground. She offered this text to the readers of the bulletin *International Understanding at School.*

The circle of coloured ants

Synopsis

Ants of various colours – yellow, blue, green, etc. – alight in a public garden on a fine summer evening.

They immediately start hurling insults at one another because of their colour differences. Each in turn is judge or accused. But in the end they realize that their diversity is an advantage since they form a palette of complementary colours. In the final jazz concert, each instrument, each ant, has found its place in the ensemble.

The circle of coloured ants

It was the height of summer. The day was dawning over the town. The park slept under the sun. All was quiet or so it seemed. Suddenly, a strange ray of sunlight landed on the slide in the garden with ants of different colours on board. Just after landing, they decided with one voice to join hands in a circle.

But when the grey ant tried to take her place in the circle, all the ants around refused to give her their hands.

The ants, circling the grey ant and dancing a war dance around her:

Shame, shame on you,
You, the naughty grey,
Really much too wise,
Nobody agrees with you.
The grey of the grave,
Concrete and prison,
Or metal grating,
When the sky is grey.
The grey is ugly
In such a sad way.

The invisible ant appears next to the grey one, in the centre of the circle, to defend the poor accused ant: (we can see the invisible ant because of her shining lipstick).

If shadows are grey,
So are the gulls that fly over the beach,
And the snails that come out after the rain.
Bats flitter and smile
When cats are all grey.

The grey ant cheers after the invisible ant has made her speech:

What about the black and white portrait,
Without beautiful lights and shades of grey?
If I disappear sometimes inside a cloud,
I am the wisest
Of all the ants around.

All the ants together agree to let the grey ant join the circle, free. But, as soon as she joins the circle, the grey ant points her finger at the green ant and accuses her in front of the others.

O You, so, the green
As ugly as sin!
Crawling with vermin
With all these evergreens

You make us so squeamish!
Green from fear, verdigris,
In battle dress or in treillis
You make everybody fight,
A game in which nobody's right.

The green ant, thrown in the middle of the circle, defends herself with great self-control:

I do find you rather severe
When you all of you condemn me,
Because at the end of Winter
I am the hope of your country.

Green light of the reviving spring,
Lawn-grass between the pavement,
Mother Nature at my advent
Plays the Seasons' Symphony.

The green ant is released, her speech has convinced the others. Alas, she cannot resist the pleasure of accusing another of her equals:

The Pink one is the Enemy
We have to eliminate.
A half tone, a half tint
Which will soon fade away.
Little girls trimmed with ribbon
Pink ribbon, out of fashion!
Just like rosy tales of fairy
Rose posies, English candies.

The pink ant dandles from one leg to the other, resisting in this way the pressure of the others, who attempt to force her into the middle.

She finally reaches the centre, and starts to improvise a very furtive dance while saying:

Far from your pretty grim stories,
I'm all bubbling, smiling as well
And when I put on my rose-coloured goggles
The grey's morale goes up as well.

The pink ant is the winner. She recovers her equilibrium. Some of her happiness comes from having managed to attract all attention to herself. She reaches the circle, walking and waving so attractively as to make even the Pink Panther green with envy.

Peace has been restored, at least for a while. But the blue ant has just discovered a new victim to attack.

The blue ant, pointing an elegant glove at the brown one, and speaking low under her top hat:

Really you the brownie
You're driving me nuts
And only incite me
To hate, with hits and hurts.
If you're looking for a fight
I'll be your opponent
Though everyone knows here
How much a Blue ant
Defends Peace for ever.

The brown ant, surprised at first, is quick at finding a reply and faces the accusing blue ant. (Both of them are in the middle of the circle, ready to fight like two boxers in a ring.)

The brown ant, very quiet and a little ironical:

You Blue, you're singing the same tune
Horizon-blue, True-Blue, No Bad,
But when you're defending your flag
Black and blue are swinging around.

Dozens of brown ants arrive around the circle and break it up. The crowd is about to be scattered.

The ants now walk in procession and direct their steps towards the band-stand. All the brown ants are united again and they give the tempo.

Brown ants' chorus:

34

Let the good wind blow on you, blues,
And let our pianists play blues,
Then you'll make it swinging,
For, in spite of our difference,
We will all together dance.

All the ants, all colours mingled, are grouped around the band-stand, while, all dressed up and with their instruments in their hands, the musician ants arrive on the stage and bow to the audience.

The great reconciliation concert is ready to start. The little invisible ant, with her appearance of not being entirely there, takes the microphone and declares open the great concert for Peace.

The invisible ant:

In yellow, grey, green Tuxedos
We are all from the same clay,
If one of us is missing,
The whole world will be mourning,
If the brown lacks, see the green,
Suddenly so dull and dim
Without contrast, life will die
So let's try to compromise
With mixture and Harmony
We could see our children rise.

Anne GAYET.

35

Argentina

Associated Schools Network

Special project: **Learning about one's own country**

The Associated Schools Project (ASP) in Argentina conducted a major activity within the framework of the World Decade for Cultural Development (WDCD) and one of its four main objectives 'the reaffirmation and enrichment of cultural identities'. Associated Schools located in different parts of the country conducted in-depth research on their cultural past as well as on the present socio-economic situations facing their respective communities. The results of their research were compiled in a well documented and illustrated album presenting the rich cultural diversity of Argentina. After submission of the album for information to UNESCO Headquarters, it was sent to Thailand to be shared with ASP students who are equally interested in questions concerning cultural identities.

In order to see for themselves the remnants of their cultural past, students from one school the 'Academia nacional de ballas artes del norte' in Santiago del Estero, referred to as the 'Mother of cities' since many of its inhabitants founded other cities in the country, went on a field trip to their local archaeological museum. Wood has been a major industry in their region for a long time and a visit was made to a workshop of craftsmen who make violins and lutes.

Students learn about their past by visiting the local archaeological museum.

In the Buenos Aires Province, students from the technical school 'Luciano Fotabat' studied about the fertile countryside, the 'pampa' known for its wheat and cattle raising and its inhabitants, the ranchers called 'gauchos'. They collected photographs of the gauchos' dress, saddles, stirrups, horses, etc. The generous hospitality of the ranchers was emphasized and the fact that most visitors to Argentina try to go to the pampas in order to learn and enjoy the way of life and customs of the 'gauchos'. Photographs illustrating various dishes which comprise Argentinian gastronomy such as its well-known meat, meat pastries 'empañadas', and the sweet milk dessert 'dulce de leche' were also collected.

ASP students from Bariloche, in the Argentinian Patagonia, learned more about the indigenous population, the Mapuches, and their region and about the rapid growth of their town which increased from 6,562 inhabitants in 1947 to over 100,000 in 1990. Its growth is due mainly to the high quality of life which it provides and which draws people from different parts of Argentina as well as from neighbouring Chile. It was also pointed out that in the region there are twelve Mapuche reservations.

Bariloche and its surrounding area has become a well known ski resort. However, it is an expensive sport which cannot be practised by many of the town's inhabitants.

The city is also known for its atomic energy research institute and its scientists, professors and technicians have received international recognition.

However, the students pointed out that Bariloche's sudden growth has given rise to some environmental and social problems such as the contamination of water in some places and insufficient health services for underprivileged groups. They stressed the importance of better urban planning to protect city parks and the need for preventive education against drug abuse.

Bulgaria

English-Language School 'Giréo Milev'
3 allea Vazrajdané
Roussé

Special project: **Intercultural learning**

In order to intensify learning about other countries and cultures, plans are under way to prepare a textbook on 'country images' in co-operation with secondary school teachers from several other countries such as Argentina, Cyprus, Hungary, New Zealand, Norway, Spain and Sweden. Teaching kits containing reading materials, slides, worksheets, posters on specific countries have also been prepared with student participation.

Some twelve lessons on the cultural dimensions of peace were sent to a school in the United Kingdom and were used by British teachers who included them in a resource book

36

How to teach peace? The lessons were also published in Bulgarian and sent to a large number of secondary schools.

One major concern in promoting international education has been the need to introduce innovative classroom approaches on a larger scale by overcoming teaching stereotypes in subjects such as Bulgarian literature, history, civics, geography, etc. An attempt has been made to put special emphasis on teacher-student collaboration and giving the students the right to participate in evaluating classroom work.

In learning more about Bulgaria and other cultures, a number of cultural evenings are organized consisting of recitals, drama performances and exhibitions of artefacts. In recent times, the school has benefited from the collaboration of local cultural institutions such as museums, theatres, opera houses, philharmonic societies, etc. The system of twinned schools has also provided numerous opportunities for identification of common cultural values and most Bulgarian Associated Schools take part in exchanges with schools abroad.

'Vesselin Khanchev' Russian-Language Secondary School

Special activity: **Ecology**

A number of activities were undertaken to celebrate the thirty-fifth anniversary of Bulgaria's joining UNESCO.

Students participated in the publication of a school newspaper, *The Reporter*, with a feature on 'Ecology in our lives'. They also organized an exhibition on UNESCO's action and what the school is doing in the fields of ecology and culture. A plaster model was produced by students of sculpture in support of the campaign for an ecologically pure and healthy planet.

In regard to environmental education, mention might also be made of a petition for a clean earth, of the students' participation in a television programme on the theme of 'Earth Day', and of the organizing of a meeting with Soviet teachers on ecological problems.

The month of May 1991 was set aside for the protection of nature and the environment and consideration of ethical problems in connection with ecology.

Chile

Colegio Concepción Parral
Anibal Pinto No. 1020
Parral

Principal: Mr Lucio Oportus Barrales
Special activity: **Environmental education**

In an attempt to make young people aware of the environmental issues facing their community and the world at large, numerous activities were undertaken with a view to celebrating a special Day for the Protection of the Environment. Teaching units were prepared for each subject and a leaflet presenting ten basic suggestions for the protection of the environment in the community was produced and widely distributed to parents, other schools and to the community at large.

An Ecological Brigade of students was formed. They take part in field trips to national parks and participate in local projects aimed at improving their environment including the planting of some 150 trees in the community.

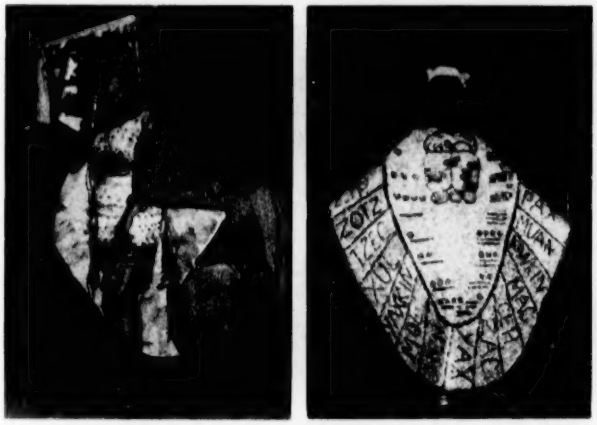
Subsequent to the enthusiasm and dynamism expressed by the students in favour of a better environment, a major forest enterprise, the 'Empresa Bosques de Chile', offered its technical and material services.

Costa Rica

Instituto Profesional y Educación Comunitaria, Barva de Heredia

Principal: Lourdes Montero Gómez
Special Activity: **International Literacy Year**

A wide range of activities such as 'A Week for Peace', 'A Week for Culture' and the observance of World Environment Day were carried out to promote international education.



Dress decorated with corn representing Mayan system of numeration.

A special course on environmental education was given with a view to making young people aware of environmental concerns and to strive for a rational use of natural resources. Students were given the opportunity to put theory into practice by planting and caring for trees. Visits were made to protected zones. Films were projected and lectures were given on the need for clean communities.

For the past ten years the institute has been celebrating the 'Corn Festival'. Groups of students are formed and each one selects to study a particular indigenous culture, its customs and traditions. During the festival, an exhibition of handicrafts produced by young people is organized as well as a display of clothing which they decorated with corn seed.

Cuba

Escuela Superior de Perfeccionamiento Atletico 'Geraldo Córdova Cardin'
Ave. 1ra No. 21402
214 y 216 Playa
Havana

Special project: **International Education**

Most of the activities carried out aimed at making young people aware of the objectives and the work of UNESCO. Students studied the importance of the Organization for Third World Countries and its contributions to promoting education for peace, respect for human rights and the pro-

37

tection of the environment. The Universal Declaration of Human Rights was examined and discussed in detail. Contacts were also made with UNESCO representatives in the country in order to learn first hand about various facets of the Organization. An exhibition was prepared on UNESCO projects in the Third World, indicating their relevance to the development process.

Escuela Formadora de Maestros Primarios
'Presidente Allende'
Obispo No. 160
Havana 1

Special Project:
Education for International Understanding

Learning about contemporary world problems and the need to live in a peaceful world inspired the students to undertake a series of cultural and sport activities.

A drawing competition on peace was organized for primary schoolchildren. Various gymnastic exercises were performed on the theme 'we want a world without war'. In natural science classes, video tapes were projected and discussed on the catastrophic effects of the atomic bombing of Hiroshima and Nagasaki.

Solidarity with other peoples was promoted in a number of ways. Chilean residents living in the country were invited to the school for talks. Artistic work from the Canary Islands was presented and discussed. Support was raised for the Palestinian people. Foreign students from Guinea, Ecuador and Angola visited the school and students enacted plays and performed dances from their respective countries.

A series of lectures was given on the United Nations charter and human rights. Students reflected on their rights and responsibilities at school in connection with the 'school rules'.

Czechoslovakia

Gymnasium Vítezlava Nováka v Jindrichove
Hradci Pobocka SBCS
v Jindr. Hradec
úc. 3438 – 251

Person in charge of the special activity: Mr Rudolf Drechep
Special activity:
Exchanges with two secondary schools in other countries

The school authorities and the teachers consider that direct contacts are one of the best ways of facilitating mutual knowledge and eradicating negative stereotypes. So most of the activities relating to international understanding have been organized in the context of exchanges with the Neckargemünd (Germany) and Krems (Austria) Secondary Schools.

To begin with, reciprocal visits of students and teachers were arranged by the three schools. In September/October 1990 a group of 20 students from the J. Hradec School spent a month at the Neckargemünd School. The students, with their teachers, took an active part in the lessons and courses. While in Germany, the visitors were accommodated by German families, which is regarded as one of the best ways of learning a foreign culture. The group brought back a great deal of material, including textbooks.

A group of students from the Neckargemünd School in turn visited the J. Hradec School, spending a week in Hradec.

Contacts with the Krems School in Austria were even more intensive. The teacher exchange programme gradually developed with regular study visits. Teachers from the Krems School organized courses in German at both the J. Hradec School and their own School, and also a lecture on the history of Austrian literature for the teaching staff of the J. Hradec School.

In October 1990 an art teacher from the Krems School organized an exhibition of his works and a lecture on Austrian painting at the end of the Nineteenth Century.

As part of the exchanges between the two schools the J. Hradec School received textbooks on German, English, history, geography, biology and physics.

In June 1991 the students of the two schools organized musical evenings, first at Krems, then at J. Hradec, on the occasion of the Mozart bicentenary.

For a whole academic year an American university lecturer helped the teachers at the J. Hradec School to organize English courses, which contributed to the improvement of standards in English among both students and teachers.

This broad programme of activities led to the strengthening of mutual understanding and the breaking down of old stereotypes, while making foreign language teaching more lively and more effective.

Ecuador

Escuela de Practica
Rosario G. de Murillo
Calle Fernando Dávalos Cdla. La Florida'
Quito

Principal: Mrs Fabiola Rosero de Arauz
Special Project: **International Education**

During the school year 1990-1991, a wide range of activities were carried out with a view to furthering moral values and international education and peace.

Lesson plans were prepared on UNESCO, what it is, how it functions, its Associated Schools Project, the World Heritage List (sites of Quito and Galapagos) and UNESCO's contributions in conserving the environment.

Students prepared messages in favour of non-violence which were announced in a mural newspaper. Links were established with Associated Schools in Colombia, Costa Rica and France.

In efforts to improve their environment, UNESCO Club members cleaned up and improved the school's ground and the surrounding area with the help of the parents' association and the municipality.

In order to reinforce ethical and moral values in young people, there was an election for the 'Best Classmate' taking into account their notions of generosity, solidarity, comradeship, etc. The customs, characteristics, dress, dance, music, poetry, etc., of the main ethnic groups of the country were studied. An exhibition on 'Ecuador in the middle of the world' displaying all of the work undertaken was set up and a cultural festival was held with guests from other Associated Schools, members from the Ecuadorian National Commission for UNESCO, the Ministry of Education and the Provincial educational authorities.

The school hosted also a workshop on the production of teaching material for environmental education which was organized by the Ecuadorian National Commission for UNESCO and the Department of Planning, Ministry of Education.

38

Finland

Tampere Secondary School
Tampereen normaalikoulu
Kuokkamaante 16
33800 Tampere

Person in charge of the special activities:
Mr Jari Aarnio, Chairman of the Co-ordinating Committee
Special activities: **International education**

In order better to organize, co-ordinate and evaluate a number of activities relating to international understanding a special committee has been set up at the school. This committee is composed of teachers of various school subjects, which ensures an integrated and multidisciplinary approach, as well as a greater diversity and better conception of particular events.

High priority was given to activities that allow pupils and teachers to have direct contacts with their partners abroad, in particular, with Ilona Zrinui Gimnazium, Miskolc (Hungary), Herderschule, Rendsburg (Germany) and the 10th Keskkool, Tartto (Estonia). These activities included correspondence, exchange of various printed materials and reciprocal visits by pupils and teachers. Thus, the school received visiting groups from Rendsburg and Tartto and paid a return visit to Rendsburg.

It is planned to establish such relations with schools in Sweden and in a French-speaking country as well.

On separate occasions the school also received guests from Germany, Norway, Portugal, Spain, Sweden and the USSR.

Much attention was equally paid to learning about other countries and cultures. To give just one example, 'The First European Olympic Games' were organized at the school during a 'European Week'. The event proved to be a great success. Class-teams, representing one European country each, competed in various amusing games, for which they had prepared signs and banners, special costumes, etc. They had also done some research to prepare slogans in a variety of languages. Later the teams acted out presentations of 'their' respective countries. Prizes were awarded to the winners of the games and to the best performers.

A traditional line of the school's activities is learning about the United Nations system and the global problems it deals with. A series of events was dedicated to United Nations Day. Among them – a thematic Week of Reading, including a meeting with a young writer and a critic, which emphasized the importance of literacy.

The school's teaching staff is convinced that one cannot hope for international harmony without trying to help create harmony in one's own nation and society. That is why it is so important for children to learn the art of interpersonal relations and adequate social behaviour and, especially, to feel sympathy with and compassion for the weak and the disadvantaged. Activities in this field included – among others – the active participation in the annual collection of funds for the blind and learning good manners by providing an 'official lunch' for the 9th form pupils, who also learned how to receive and entertain guests, etc.

In the autumn of 1990 an interesting and promising experiment named 'Co-operative Learning' started at the school. This project which will continue for another two years has as its objective to enhance the spirit of co-operation among pupils and teachers in the teaching/learning process.

It seems that all these activities have widely contributed to developing and maintaining among the pupils a generally friendly attitude towards one another and towards teachers and students abroad.

France

Ecole Active Bilingue
1, rue Alfred-de-Vigny
75008 Paris

Person in charge of the special activity:
Mrs N. Hourcade-Reding
Special activity:
Teaching of foreign languages and linguistic and cultural exchanges

The Ecole Active Bilingue (Rive Droite), a bilingual (French/English) private school under a partnership contract, was particularly active during the school year in increasing and widening its international potential. A number of initiatives go to show that the school wants to contribute to better understanding among the peoples of the world. Practical steps have been taken to this effect both within and outside the school:

– Provision will be made for the next school year for the learning of an additional language – German or Spanish – in the fourth and fifth years of the primary course so that children can acquire a third language.

– Starting from this school year Japanese is being taught as a separate subject by a Japanese teacher, either as mother tongue or as second language, to help Japanese children enrolled in the school to manage and retain their linguistic and cultural heritage.

– The European and international facet has been strengthened in the senior school as a result of the specific contribution made to the civics syllabus by each of the teachers from the various countries of the European Community. A press file on Berlin enabled students in the third year of the secondary course to become more conscious of significant world events. This activity was to be continued in the 1990-1991 school year with a file on the Eastern countries, particularly Czechoslovakia and Hungary, with which twinning arrangements were contemplated.

– Two of the school's German teachers, assisted by a history and geography teacher, were organizing a linguistic and cultural trip for students in the fourth year of the secondary course, who were to visit the Integrierte Gesamtschule at the end of October. Students from the German school came to Paris for a week to meet secondary school students at the Ecole Active Bilingue. The fifth year class of the secondary school was to receive four Norwegian students. For the last 10 years, during the school holidays, the school has been organizing cultural and linguistic trips to a number of European countries, as well as to Canada and the United States.

– The Ecole Active Bilingue corresponds with the Gamnasium II in Plzen, Czechoslovakia.

– A visit to the school by Mr Bendit from the Hungarian Ministry of Culture, accompanied by four Hungarian students and by Mrs Niedermayer-Tahri of UNESCO, was the occasion for initiating collaboration with Hungary and contemplating exchanges.

The Ecole Active Bilingue authorities give high priority to the activities carried out on the international plane and are keen to develop them in coming years so that the school's intercultural components truly constitute an 'international culture in everyday life'.

Ghana

Associated Schools in Ghana conducted a wide range of activities during the school year 1990/1991.

Major activities included: observance of international days, participation in the International Literacy Year campaign, a care programme for Liberian refugees, a film on the dangers of drug abuse, participation in an international radio essay competition.

International Day

On World Environment Day (5 June 1990), schools got together to take part in a clean-up campaign on their immediate surroundings: the market, the outpatient department of the Labadi Polyclinic, etc., by sweeping, weeding and scrubbing. Their aim was to make young people aware of the need for a tidy environment.

On Commonwealth Day 1990, two schools chose to promote intercultural learning by studying various foods of some Commonwealth countries such as Canada, Nigeria, Australia, India and Jamaica. In addition to food preparation, students also looked at the occupations of the inhabitants, their way of life, their songs and dances.

Finally, cooked foods were displayed and children dressed in the costumes of the countries they had studied, stood by and explained the methods of cooking.

A group of 12 year-olds also held a debate on the topic: 'The Commonwealth and the South African Problem'.

UNESCO Day

The Associated Schools joined the National Commission in a week-long celebration of UNESCO Day in November 1990, with the objective of extending their action to the community. This week-long programme was recorded on video tape and a picture album on the major activities was sent to UNESCO.

One of the highlights of the week was an assembly in the gaily decorated Burma Hall of Accra for invited guests of the community, with all the ASP schools participating, (over 300 primary and junior secondary schoolchildren). The programme included speeches, singing, drumming, dancing with rhythms and costumes of different regions of Ghana, poetry recitals, and a play entitled 'Knowledge is Power', performed in the framework of the International Literacy Year campaign, with 'literacy for rapid development' as its main theme.

The children then presented the used clothing and provisions they had collected for the refugees of Liberia, and appealed to the leaders of war-torn Liberia to end the war, reminding them that all children needed peace and love to grow up as normal human beings.

Finally everyone watched the film 'Lean on me' on the dangers of drug abuse.

Winners of the Japanese essay/radio contest from various ASP schools of Ghana.

Messages from Children around the World

A radio programme bearing this title was launched for 10 year-olds by the National Federation of UNESCO Associations in Japan. Children are called upon to write an essay each year till the year 2000. In 1990, the topic was 'What I want to do when I grow up'. Thirty-three Ghanaian children from Associated Schools entered the competition, of whom five were selected. Their essays were to be read on the radio in Japan on 31 March 1990. Ruth Blikis Nuhu of Osu Home School in Accra was selected as the best among all the Ghanaian participants, and she is to write an essay each year till the year 2000. She will then have the honour to participate in an international symposium in Japan together with competitors of other nationalities.

All five Ghanaian participants were presented with an award by the Japanese Cultural Attaché who observed that children's talents needed to be recognized and stimulated with a programme to help identify and develop their naturally endowed potentials. This international radio programme serves as a useful means of encouraging children to study other countries and their cultures, thereby contributing towards the promotion of international understanding.

There was an extensive press coverage of this event in Ghana.

Greece

Katerini College

4 Mitropolitou Cyrille Street
60100 Katerini

Persons in charge of the special activity:
Mrs Olga Dassiou
Miss Vaya Manola

Special activities:
Protection of the environment
Study of ancient and modern Greek civilization

Environment

As part of the environmental project, students were made aware of the problems affecting the environment and of the need to protect it. Among other activities, one class implemented a project for the collection of items for recycling. Throughout the school year students collected aluminium tins used by their classmates. An article on this initiative was published in the regional press. Other classes celebrated Forestry Day by organizing an exhibition of posters, books and photographs and screening a documentary film on Greece's national parks.

Greek civilization

As part of the Greek civilization project, teachers secured the active participation of parents to encourage the students to acquire a better knowledge of ancient and modern Greek civilization. For instance, the parents were invited to guided

tours, prepared by the students, of the Sescion and Diminon archaeological sites and the Volos and Dion museums.

The students also prepared two plays, including the stage settings and costumes. In June 1990 they invited their teachers, parents and classmates to performances of a play by Zazopoulos, 'Les examens', and Euripides' tragedy, 'Iphigeneia in Tauris'. Patients at the Petra-Olympus psychiatric hospital were also invited.

With a view to strengthening the collaboration of parents and improving the school atmosphere generally, the teachers invited the parents to a seminar on child and adolescent psychology and parent/teacher relations.

A student explains how the ancient city of Dion was planned and built at the archaeological site in Pieria, Macedonia (Greece).

Lycée Gréco-français des Ursulines
10, rue Psychari, Neo Psychico
154 51 Athens

Project Director: Mrs Angèle-Liliane Canellopoulou
Special Project: **Human rights education**

In an effort to ascertain the extent of students' knowledge and their views concerning the role of the United Nations system (including of course UNESCO) in promoting respect for human rights, a questionnaire was drawn up and distributed for completion by all students in the school (see below).

A multidisciplinary team of teachers of history, languages and the humanities was also formed, and with the help of students, information on UNESCO and its work in the field of human rights was gathered, examined and discussed.

At the outset of the project, the students were somewhat hesitant about becoming involved, but after a short period, they became most enthusiastic and even suggested ways and means to extend the project. In fact, it was decided by common accord that they would continue to collect documents and information on human rights during their summer holidays and carry out interviews with the villagers and inhabitants of the places where they would be on vacation. At the beginning of the next school year the students will present their findings and the continuation of the projects will be decided upon. As for the teachers, they had very positive attitudes from the start and these were reinforced throughout the project. They valued the new perspectives and types of activities offered by the project.

Questionnaire on the United Nations system

Please answer the following questions as exactly as possible.

1. Have you already heard of UNESCO?

   ❒ (a) Yes ❒ (b) No

2. When?

   ❒ (a) This year ❒ (b) Years ago
   ❒ (c) How many years ago?

3. Where did you hear of UNESCO?

   ❒ (a) At school ❒ (b) At home
   ❒ (c) On television ❒ (d) In the press

4. Do you know with which fields among the following UNESCO deals?

   ❒ (a) Disarmament ❒ (b) Education
   ❒ (c) Trade ❒ (d) Science
   ❒ (e) Advertising ❒ (f) Culture
   ❒ (g) Peace ❒ (h) War

5. To your knowledge UNESCO was founded:

   ❒ (a) Before the First World War?
   ❒ (b) Before the Second World War?
   ❒ (c) After the Second World War?
   ❒ (d) Recently?

6. Where does UNESCO have its Headquarters?

   ❒ (a) New York ❒ (b) London
   ❒ (c) Paris ❒ (d) Zurich
   ❒ (e) Athens ❒ (f) Delhi
   ❒ (g) Berne ❒ (h) Brussels

7. Is UNESCO an international organization?

   ❒ (a) Yes ❒ (b) No

8. Is Greece a member of the Organization?

   ❒ (a) Yes ❒ (b) No

9. Is UNESCO related in any way to the UN?

   ❒ (a) Yes ❒ (b) No

10. What do the initials U.N. stand for?

11. The UN deals with:

   ❒ (a) Trade
   ❒ (b) Preservation of the environment
   ❒ (c) Aerospace research
   ❒ (d) International peace-keeping and security

12. Where does the UN have its Headquarters?

   ❒ (a) In Tokyo ❒ (b) In Brussels
   ❒ (c) In Bonn ❒ (d) In New York
   ❒ (e) In Buenos Aires ❒ (f) In Paris

41

13. Where else does it sit?

- ☐ (a) In Zurich
- ☐ (b) In Geneva
- ☐ (c) In La Hague
- ☐ (d) In Stockholm

14. Do you know what the following acronyms stand for?

(a) WHO
(b) EEC
(c) UNICEF
(d) FAO
(e) IFDA
(f) IAEA
(g) AI
(h) CE
(i) IMF

15. When were human rights proclaimed for the first time?

16. Are human rights violated today?

- ☐ (a) Yes
- ☐ (b) No

17. If your answer was affirmative, give examples

18. What is *apartheid?*

- ☐ (a) Voluntary isolation
- ☐ (b) A policy of religious discrimination
- ☐ (c) A policy of racial discrimination

19. Where does *apartheid* exist?

- ☐ (a) In European countries
- ☐ (b) In China
- ☐ (c) In India
- ☐ (d) In South Africa

Haiti

Centre Classique et Culturel de Pétion-Ville
Delmas, 101, No. 45
Pétion-Ville

Person in charge of the special activity: Gary Perodin
Special activity: **Preservation of nature**

The object of this activity was to protect Haitian flora by combating erosion, in particular by the reafforestation of a stretch of land in the Morne l'Hôpital region. It also enabled the children to have a clearer idea of the difficulties faced by Haitian farmers.

Partners in the project included the Friends of Nature Federation (FAN) and the Federation for the Rehabilitation of the National Environment (FREN). A representative of the FAN visited the school and gave a talk on the need for protecting the environment. The FAN also gave a demonstration of composting methods and handed out fruit-tree plantlets to the students.

The FREN provided the services of an expert, who gave a lecture on the preservation of the environment.

Despite certain restrictions due to political and social circumstances – closing of schools, security problems – 150 students took part in these activities and the aims of the project were attained.

Hungary

Radnóti Miklós Secondary School
Komocsin Z. Tér 12
6701 Szeged

Person in charge of special activity:
Mr Michael Williams
Special activity: **School Exchange with Sweden**

Twenty-five pupils and their teachers from Szeged spent two exciting weeks in Avesta, Sweden, where they stayed with families of their twin school Domarhagsskolan. The Swedish hosts had set up an intensive programme, in order to show their guests as much as possible of Avesta, Stockholm and its surroundings. Hungarian pupils said they appreciated the possibility to get to know a country and a culture from the inside, and to revise any stereotyped ideas they might have brought to Sweden upon arrival. One of the accompanying teachers, Véla Gàl, was fascinated mainly by the people: 'I had expected to meet more cold and "reserved" people', he said, 'but my host family was quite the opposite, friendly, open and showing a willingness to understand people from other cultures.'

For many other students, such as Kornél Kis, it was Swedish nature and the forests that most impressed them: 'the environmental programmes, for example the cleaning of industrial waste water, are impressive'. The visitors were surprised to see how keen Swedes are on being outdoors and taking exercise in the countryside.

Students' and teachers' contacts at the Domarhagsskolan proved to be fruitful and a series of future possibilities for co-operation have been discussed:

– plans for the Swedish correspondents' return visit to Szeged, Hungary (scheduled September/October 1991);
– exchange of school textbooks;
– exchange of language teachers;
– setting up an International Club at Domarhagsskilan.

After leaving Avesta, the group from Miklós Raddnóti spent another week in Roskilde with their Danish twin school.

'The most important aspect of this exchange is that we discover that there is more that unites us than separates us as human beings...', concludes Michael Williams, language teacher, accompanying the Hungarian students to Sweden.

Italy

Scuola Elementare di Aurelia
Direzione Didattica di Civitavecchia 1
Via XVI Settembre, 15
00053 Civitavecchia
Rome

Project director: Dr Roberto Mobili
Special Project:
Nature is not an inexhaustible source

At the outset of the school year, in September, the teachers explained the project 'Nature is not an inexhaustible source' to the pupils and together they prepared a calendar for their activities. From October to the end of May the pupils worked

42

on specific projects such as life on earth, sea life, polluted food, the ozone layer, environmental organizations, the Amazon region, etc. They produced reports on these subjects and also wrote letters to important people who are responsible for the environment.

All these were put together at the end of the year in June, when an exhibition was organized by students, teachers and parents, along with a theatre performance for local residents.

Not only were the pupils really pleased with their work, but their parents as well showed great satisfaction about the activities carried out to preserve our resources and to care for our environment.

Scuola Elementare 'Carlo Collodi'
Direzione Didattica Statale 'Collodi'
Corso B. Croce, 26
10135 Turin

Person in charge of the special activity:
Franco Luigi Calvetti
Special activity: **Education for a global outlook**

In all the classes, pupils took part in activities designed with a view to international education. French and English courses were organized for all pupils (three hours a week), the learning of foreign languages being regarded as an essential part of international understanding.

In the first few grades (6-8 years), the teachers tried to get the children to see life (nature, animals) in an ecological context and to connect this with a civic spirit and the idea that all men are brothers. In the following grades (8-11 years) the aim was to widen the children's outlook by going into multiracial aspects and questions of supranationality, human rights and the rights of the child so as to give the children a broader and fuller picture of the world.

Recent world events of outstanding importance were studied – the Gulf War, the exodus of the Kurds and the arrival of the Albanians in Italy. These topical themes set the pupils thinking and led them to seek information, discuss their opinions in class and appreciate the importance of the various media. As a result, different information materials and panels were produced by them.

It might also be mentioned that eight classes took part in an essay competition on positive values organized on the occasion of the Turin Book Fair (16 to 22 May 1991). Three of the eight studies submitted were awarded prizes.

Malta

Ninu Cremona Lyceum Complex
Fortunato Mizzi Street,
Victoria, Gozo

Person in charge of the special activity:
Mr P. Buttigieg
Special activity:
Organization of a quiz and an exhibition on the topic 'The European Economic Community'

Thorough preparation being viewed by the organizers as a precondition for a successful event, it was in the preparatory period that the bulk of the work was carried out. During the academic year the pupils attended special lectures on the European Economic Community, they were given various printed materials (magazines, books, brochures and maps, kindly supplied by the Foreign Ministry of Malta and Dr J. Licary from Brussels) and, what is more important, they were asked to do some independent research on the history of the EEC. A group of pupils visited an exhibition on the subject organized by the Foreign Ministry in Valletta. The schoolchildren managed to prepare a lot of diverse materials, exhibits and visual aids.

Finally, during the first week of May, the preliminary round of the quiz competition was held among sixteen pupils who represented their respective classes. On 9 May the exhibition was officially opened under the title 'What is the EEC?'. Not only did it prove to be popular with the pupils, but it was also praised by some outside visitors. On the same day the Quiz Competition finals were held, with a speech delivered by Mr P. Buttigieg and some interesting prizes awarded to the winners.

The organizers were unanimous in their opinion that such a quiz competition and exhibition, prepared by the pupils themselves, aroused real interest among the children and ensured their deep motivation, contributing at the same time to the development of their research and organizational skills.

De la Salle College
Cottonera
Malta

Special Project Director: Brother Edward
Special Project title: **Nature and the Environment**

The small island-country of Malta is a beautiful natural sanctuary for birds and an environment in which flowers and wildlife are abundant. As such, it is idyllic for the education about and promotion of an appreciation of nature. Young students, boys, aged six to ten, at De La Salle College, used their island home as a natural resource in their work on this year's schoolwide project, 'Nature and the Environment'.

The theme is vast, but it was successfully approached by dividing it into subcategories appropriate to the age level and curriculum of each grade.

The youngest boys in Grade II, at six years of age, studied trees. Their lesson included field trips to parks and nature preserves for observation and discussion of the role trees play in the environment: as a home to wild life, an oxygen supplier to the atmosphere and an object of beauty. Final projects included charts, drawings, and displays.

Older students in Grades III and IV respectively studied flowers and birds. An overall respect for these species of nature was emphasized. Birds and flowers specific to Malta were studied in textbooks and on field trips. Boys in Grade IV, studying birds, benefited from guest speakers and the presence of the local 'Malta Ornithological Society'.

Grade V integrated the study of farming into the curriculum. They explored agricultural products and farming technologies. All aspects from Maltese geography and soil to the economic importance of farming were discussed. Comprehensive exhibits, posters, charts, and reports were a result of their hard work.

The eldest students, in Grade VI, investigated pollution and the environment for their contribution to the project. At both global and local level, the boys learned about pollution as a factor in environmental degradation.

This year's project, 'Nature and the Environment' was declared a success by all those involved – students, teachers, and parents who took an active part in the educational activities.

Pakistan

Hamdard Public School
Madinat al-Hikmat, Karachi

Principal: Mrs Musarrat Aziz
Special Project: Observance of World Health Day

On the occasion of World Health Day, 7 April 1991, the Hamdard Public School organized an International Children's Health Conference on the theme 'Health – Personal and National Requirements'. The objectives of the conference were to sensitize young people to global health problems and to acquaint them better with the World Health Organization (WHO).

The children (up to 14 years of age) came from a number of schools throughout Pakistan. Prior to their arrival they had prepared papers on various facets of the theme;

An ASP school in Pakistan celebrates World Health Day.

In order to give the conference an international status, young scholars from foreign missions in Karachi (e.g. China, Japan, USSR) were also invited to attend and to share their ideas on the subject.

The conference was inaugurated by the Governor of Sindh, Mr Mahmoud A. Haroon, who stressed 'the need to improve health standards in the country as only a healthy nation could build a strong, developed and prosperous country'. He added that the concept of "Health is Wealth" is only a materialistic interpretation and the fact remains that health is a divine blessing, it is the other name of life and hence it must be safeguarded at all cost.' Quoting the definition of health given by WHO, the Governor said that a healthy child does not mean a person free of physical ailments alone, it means a state of complete physical and mental order and well-being. Governor Haroon said that 'the holding of the Health Conference at Hamdard Public School was commendable and that the suggestions presented by young speakers were worth serious consideration'.

The languages of the conference were Urdu and English. A panel of judges assessed the projects resented and individual prizes were awarded to the Beacon House Primary School for its exhibition on 'Pollution' and to the Hamdard Public School for its display on 'Cleanliness'.

WHO contributed substantially to the organization of the conference. It provided World Health Day posters, stickers and literature and the WHO Regional Director, Dr Hussein A. Gezairy, transmitted a message to the conference which was broadly diffused.

In view of the tremendous success the conference had enjoyed, it was decided that World Health Day be observed annually. More help and support will be sought from WHO in order to improve each year the standard of the encounter.

Poland

Liceum Ogólnoksztalcace
im. Gen. J. Jasinskiego
13, Grochowa Street
53-423 Wroclaw

Person in charge of the special activity: Mrs M. Sikucinska
Special activity: **International education**

One of the most interesting activities undertaken by the school in this field is the competition 'What do I know about UNESCO?'. It was first organized in 1986 on the occasion of the fortieth anniversary of UNESCO. However, it is now given again every second year for new students. The other students are invited to take part in a poetry and drawing competition on the theme, 'The way I see UNESCO'. The contest, 'What do I know about UNESCO?', is organized in three stages. The first stage is concerned with general information about UNESCO. The winners of this first stage take part in a second stage, of which the winners take part in yet a third dealing with the Organization's different organs and programmes. The contest arouses much interest among students and makes them more aware of world problems in UNESCO's spheres of competence.

The students participate actively in exchanges with foreign schools. In 1989/1990 reciprocal visits were arranged with secondary schools in Moscow (USSR), Tübingen (FRG) and Anrii (Italy). The school also corresponded regularly with schools in Spain, France and Zaire.

Among other activities relating to international understanding one might mention the school's participation in the IIIrd Inter-School German Poetry Contest and the organization of a Spring Festival and a Children's Day. On those occasions the students prepared songs and sketches in foreign languages.

These activities are to be stepped up still more in coming years.

Qatar

Madinat Khalifa Secondary School for Boys
Doha

Special project director: Mr Al-Ansary
Special projects:
Community oriented activities, poster production

The 1990-91 school year was characterized especially by community-oriented activities. Students showed their solidarity with brothers in the community by visiting an old people's home and offering them presents. Teachers and students also donated blood. The school hosted an education delegation from Saudi Arabia as well as from Mauritania with whom they were able to exchange views on issues concerning education.

Several posters produced by the school on topics such as the International Literacy Year, AIDS, etc., had a multiplier effect and were distributed all over the country.

44

Doha Secondary School for Boys
Doha

Special project director: Mr Al-Ansary
Special projects: **Cultural week, clean-up campaign**

During the school year 1990-1991 students and teachers organized a cultural week, clean-up campaigns and the celebration of national or international days.

The entire school participated in the celebration of religious and national festivals, as well as the commemoration of International Food Day, United Nations Day and the anniversary of the Universal Declaration of Human Rights.

In March, a week of cultural and social activities was organized, including speeches, lectures, parades, talks on AIDS, satellites and their possible peaceful and military use, chemical warfare, and on 'Qatar and the sea'. A festival and exhibition of related works and the publication of a special magazine ended the week. The clean-up day was not limited only to cleaning the school, garden and court-yard, but was extended to the cleaning of a community park.

In connection with their science classes, students visited a factory, a poultry production company and the faculty of engineering.

In addition, a training programme for students in dealing with fire hazards and first aid for injured persons was held by local firemen.

Senegal

Ecole Normale Germaine Legoff
Thies BP 163

Person in charge of the special activity: Mr S. Sarr
Special activity: **Preparation of a file on human rights**

The exact title of the project was 'Situation of maids (servants), analysis of the violations of their rights and assessment of the industrial and legal action taken to improve their status'.

It involved enabling the students to recognize the problems of maids as women workers, to assemble all the relevant legislation, and above all to identify violations of their rights in the light of the collective agreement relating to their occupation and other texts and declarations, and to understand the roles played by the labour inspectorate, the union of people in service and domestic staff, women's associations and the international community.

For this very important activity several forms of research were made use of. The students undertook a survey, questioning the maids themselves, the labour inspectorate and the women's associations. They interviewed, for instance, Senegalese employers, a representative of the union of people in service and domestic staff, Lebanese and Syrian employers and French and Canadian nationals serving overseas. In addition they examined the May 1982 collective agreement and visited youth hostels (Clair-Logis).

As a result of this survey, the students got to know the current situation in this sector. They learnt that in many cases the maids worked under hard conditions and suffered many injustices on the part of their employers. What is more, there was an inadmissible discrimination against them as compared with men servants. What shocked the students most was the fact that very few maids protested at this situation. Either they were unaware of their legal rights, or they were sceptical about the possibility of changing the situation in any way.

So the project was a success in two ways. On the one hand, the students were made aware of the situation of maids and of human rights aspects generally. On the other hand, the maids were better informed and, in the course of the interviews, several of them learnt that it was possible and indeed necessary to defend their rights.

Spain

Instituto de F.P. Francesc Ferrer i Guardia
Avda. de la Generalitat, 30
08970 Sant Jona Despi

Special activities:
Broadening of the syllabus for 'Ethics and humanistic values'; Literacy campaign; Trip to the European Parliament, Strasbourg, and UNESCO Headquarters, Paris

A number of themes were added to the syllabus for 'Ethics and humanistic values', namely:

– **Human rights**, which were studied with the help of material prepared by the Catalonian UNESCO Centre.

– **Peace**, which was approached not only through the analysis of the situation of the world today in regard to conflicts, the arms race, pacifist movements, etc., but also through an attempt to inculcate in every student values such as solidarity and international understanding.

– **Sex education**, which was designed to help students realize the need to be correctly informed and to attain physical and personal maturity allowing them to fulfil their roles in society.

– **Ecology**, with a view to making students conscious of the need to preserve the environment.

– **North-South relations**, which also afforded an opportunity of studying the economic and social inequalities in the world and the extent of injustice.

The literacy campaign had as its theme the improvement of written and oral expression in Catalonia's two official languages, Catalan and Spanish. As a result of the collaboration of the University's Language Department and the teachers, a special dossier was produced giving useful information in support of the literacy campaign and statistics showing the situation in regard to the two official languages in Catalonia and in Spain.

The trip to the European Parliament and to UNESCO proved very fruitful. In particular, it enabled both students and teachers to meet people from other countries.

C.P.P. Anexa
Gerona

Special activity: **Co-existence and respect for others**

The main theme for this school year was 'coexistence and respect for others'. It was dealt with in all the grades and applied to school and out-of-school life – relations between students, student/teacher relations, family relations, etc.

In class, students first gave thought to life in a group and in society – attitudes, behaviour, responsibility, solidarity, freedom – and, after analysis and discussion, worked out their own standards of coexistence. Class representatives were elected, then student assemblies were organized and led by the representatives. Anyone could speak and the decisions were noted and submitted by the representatives at the staff meetings.

Among the many activities organized at the C.P.P. Anexa might be mentioned the celebration by the whole school of international days such as Human Rights Day (10 December). For the past two years a working group on human rights made up of representatives of several Gerona schools has been preparing records of their activities and campaigns and writing articles for the press.

A junior secondary class staged Shakespeare's play, 'A Midsummer-Night's Dream', for Gerona's Eleventh School Theatre Festival.

School exchanges were arranged with an Associated School in Portugal, a number of schools in France and a school in Togo. As Gerona and Albi (France) are twinned towns, exchanges are particularly frequent between the schools of these two towns, and this year even a nursery school was included.

Universidad Popular de Mazarron
Avenida Constitución, 11, Marazzon

Special project director: Mr Manuel Fernandez Lopez
Special project: **Knowledge about the environment**

Based on the outcome of two UNESCO conferences on environmental education held respectively in Tbilisi (1977), and in Moscow (1987), the university designed an environmental education programme entitled 'Sureste' ranging from preschool education to higher education and elaborated teaching units on a wide range of topics such as the street, the beach, plants, agriculture, fishing, the coast, erosion, water, mineral resources, etc., and many field trips were organized to relevant places, e.g. parks, coastal resorts, factories, the press, archaeological museums, etc.

In an attempt to shape attitudes conducive to respecting and protecting the environment, a botanic school garden was set up with the help of local forest authorities and the regional environmental agency. Eighteen different species of trees, plants and bushes were planted with the help of the students. It appears that the garden has had a positive effect on the students and it gives them practical experience in environmental protection.

A conference was held on environmental issues facing both Spain and Germany in co-operation with the Federal Association for the Protection of the Environment and Nature (Germany), the Association of Environmental Initiatives of Northern Westphalia and others. Such topics as 'contamination of the Rhine river', 'political measures needed to improve ecological conditions', 'the principles of ecological farming as compared to traditional farming', etc.

The university also organized special 'environmental education days'.

Switzerland

Gymnasium Muttenz
Gründenstrasse 30
4132 Muttenz

Person in charge of the special activity:
Mrs Therese Straumann
Special activity:
Raising funds for the building of a primary school in Togo

In order to interest Swiss students in problems connected with North/South relations through the practice of solidarity with students in Africa, the staff of the Muttenz secondary school organized a 'Togo Week' in September 1990. Togo, in particular, and Africa, in general, were studied from various standpoints – the economy, politics, literature, music, environmental problems, tourism –, the individual teachers being allowed much latitude. In addition, the school had the advantage of receiving two Togolese visitors undergoing training in Germany, who gave the students all the information they could. They livened things up at the school with their outgoing personalities and left the students with a vivid impression of African life and the African character.

Mr P. Buchmüller, Consul for Togolese Affairs, Basel, and Mr D. Akanga, Attaché of the Embassy of Togo in London, during their visit to the Muttenz school to discuss solidarity projects between Switzerland and Togo.

As to the fund-raising, students, teachers and parents stretched their imagination to the limits. Events or activities organized during the 'Togo Week' included:

– A 24-hour donors' race.
– A bicycle cleaning day.
– A day of car washing at the exit of a car park.
– A jumble sale, at which cards and cakes were sold, at the school.
– A raffle.

The teachers, for their part, were solicited with the slogan, 'An hour's pay for Togo'.

Other original and highly successful activities included the School Fête, at which there was an African restaurant, and the 'Gala pro Togo', to which high-ranking people were invited. The enthusiasm of the students and staff and the African drummer Tefo Hlaele made the School Fête an unforgettable event.

On this 1 November 1991, in the presence of the press and Mr Buchmüller, the Consul of Togo, after a performance by the school choir, two students rose and handed a cheque for 30,000 Swiss Francs to Mr May, Director of the Project in Togo. With this gift a new primary school could be built at Gassigassi Pagalare in Togo next winter. The Togolese villagers were to help build the brick house which was to replace the old school, which has no side walls and is likely to collapse in the event of a storm. The new schoolhouse would have three classrooms, a storeroom and toilets.

Thus the Muttenz School made an original contribution to International Literacy Year and the struggle to reduce the gap between the North and the South. 'We hope that values transcending the material aspect – solidarity with the Third World and the experience of an exchange, of give and take

– will remain with us and encourage us in the future', said Therese Straumann, member of the working group of the Muttenz Associated Schools. One of the students emphasized this aspect in a very individual way when the cheque was handed over: she donated a picture she had painted herself to decorate the new Gassigassi School, thus expressing the wish that this friendly act should mark the beginning of a friendship between the two countries.

Togo

Collège d'Enseignement Général de Tomégbé
B.P. 40
Badou (Wawa)

Persons in charge of the special activity:
Mr Wowonyo Akpemado and Mr Kokou Adzando
Special activity:
Exchange of correspondence with a school in France with the object of contributing to the strengthening of international understanding

As a result of this exchange of correspondence friendly relations have been established between two junior secondary school classes, one in Tomégbé, Togo, the other in Xertigny, Vosges, France. The students were keen to know how the others lived, their customs and way of life, and endeavoured to describe their own daily lives and their surroundings. They also exchanged photos.

The Togolese students sent notes and other material dealing with the practical problems they encounter, while the French students sent books on history, geography and the French language. Aware of the financial and material difficulties of their African penfriends, the Xertigny students contributed a certain amount to facilitate the sending of letters and material.

All these initiatives aroused a great deal of enthusiasm and enabled the students of the two classes to get to know one another better and to appreciate each other's cultures.

The Tomégbé School intends to continue this correspondence in future, while focusing more on themes such as 'world peace and great men of peace'. The anniversaries of the birth of Martin Luther King and the freeing of Nelson Mandela will afford occasions for treating the theme of peace, non-violence and international understanding in the school as a whole.

Pre-schoolers in Togo demonstrate the work **'Peace'** in their languages of origin.

Trinidad and Tobago

Naparima Girls' High School
La Pique Road
San Fernando, Trinidad

Person in charge of the special activities:
N. Chan Sing, ASP Co-ordinator
Special activities:
Awareness-raising on human rights and promotion of literacy

The Naparima Girls' High School UNESCO-ASP Group meets every Tuesday afternoon. Since being set up in January 1990, the group has tried to make its presence at the school felt through a number of activities.

In the awareness-raising campaign on the topic of human rights, particular emphasis was placed on the rights of the child. The group's first action in this respect was to mount a thematic display to educate students and to arouse their interest in the project. It is hoped that a series of displays on each of the rights enshrined in the Geneva Declaration will help the students become more aware of the plight of less fortunate children. The group has also established contacts with a number of international human rights organizations and is in the process of establishing such contacts with Amnesty International.

In order to commemorate International Literacy Year in some tangible way, the members of the group became involved in the Remedial English classes organized by the school. They were happy to help Form III students in solving literacy problems.

The group also organized a spelling quiz for Form I and a literacy quiz for Form IV. It is planned to extend such activities to Form I and Form III.

The students of the school also participated in the poetry/poster competition organized by the National Commission for UNESCO. It is interesting to note that the prizes awarded in all the competitions were paid for through fund-raising activities.

Now the group is considering the feasibility of organizing a Model United Nations Debate on Human Rights. Plans for this event are yet to be completed and the co-operation of some experts is being sought.

Princes Town Senior Comprehensive School
Matilda Junction East
Princes Town
Trinidad

Special activity: **Raising literacy awareness**

About thirty students were involved in the project aimed at promoting literacy. At the beginning almost half of them did not show any particular interest in this activity, viewing it as an additional workload. But after some explanatory work their attitude changed. They realized that instead of 'boring theorizing' they were being invited to participate in practical activities with clear objectives set and a considerable impact foreseen. The general idea was to have the students participate in relatively simple yet attractive and enjoyable activities which would bring about an understanding of the importance of literacy. Furthermore, this project was to help improve the curriculum by broadening its scope and making its content more meaningful and memorable for the students.

Various working groups were set up and were asked to draw up plans identifying their objectives and the measures

47

During a 'read-in' older students from the North Trace Government School help younger ones.

to be taken. During the preparation period, which lasted about a month, the students did some research on Literacy and Poverty, Literacy and Development, Literacy and Music, etc. Examples of further preparation included:

- making time-table arrangements for the activities;
- choosing films to be shown on the subject;
- visiting two nearby schools;
- making posters and bookmarks;
- arranging for the visits of speakers;
- composing chants and tunes on the topic of literacy;
- raising funds for photographs, etc.

The activities carried out by the participants were diverse and interesting. For example, a group of primary students was offered a 'read-in' session during which posters and bookmarks were distributed. For the first time in their life the young organizers acted as teachers and they were surprised at the response on the part of the nine-year-olds, which was very friendly and enthusiastic. Other groups organized film-based discussions, to which they invited as speakers some experienced teachers and educators.

Most fascinating was the activity undertaken by the Literacy and Music Group. Two students composed about ten dub tunes with literacy as a theme, which they later recorded at the school's language laboratory during their spare time and lunch breaks. Others prepared a document on music's possible contribution to literacy. The teachers were most pleased to see these students being transformed from indifferent observers into active and enthusiastic participants.

Very interesting was the discussion on sex and literacy during which the students considered how to develop a correct attitude to and adequate behaviour in this important sphere of human life.

All in all, more than 170 children of various age groups were involved in the project, which proved to be a success. The organizers could congratulate themselves on the fact that they managed to revitalize considerably the school's life thus making the whole education process more effective.

Turkey

Bursa Tophane Technical High School
Tophane Teknik Lisesi ve Endüstri Meslek Lisesi
Hasta Yurdu Caddesi Tophane, Bursa

Special activity:
Study-visit to a twinned school in Germany

From 1 to 21 July 1990 a group of students from Bursa Tophane Technical High School visited the Hans Wilsdorf Berufschule in Kulmbach, Germany. Apart from the purely professional aspects, the objective was to gain first-hand knowledge of German cultural, social, economic and family life.

This is already a well-established tradition, as the two schools have been exchanging visits for the last five years. Naturally, everything was well prepared. The visitors were given an opportunity to work for some German companies (Hueber, Zaigler, Evo and Knights), learning to handle high technology equipment, to be punctual and well organized and, in general, getting an idea about the structure and functioning of a modern German industrial firm.

No less important was the fact that during their stay in Kulmbach the Turkish guests were accommodated by German families, thus getting an insight into the Germans' lifestyle and, simply, making good friends with their hosts.

In addition, the visitors were offered an interesting cultural programme with trips to Nürnberg, Munich and Berlin, which they thoroughly enjoyed.

Both the hosts and the guests found this visit mutually enriching (professionally and culturally) and were once again reaffirmed in their determination to continue and further develop their exchange programme.

Union of Soviet Socialist Republics

Secondary School No. 27
3 Faizoulina Street
Angarsk
Irkutsk Region 665813

Person in charge of the special activity:
Mrs A.I. Petrova
Special activity:
Receiving visitors from an American school

This activity was organized as part of the cultural exchanges between the town of Angarsk and the town of Anchorage in Alaska (United States of America). The preparations began in January 1991. Three activities were undertaken on the occasion of World Environment Day: a conference on the theme, 'Save and protect Lake Baikal'; a competition, 'Imaginary journey in the Angara River region'; and a folk festival, 'On the bank of Lake Baikal'. They were all prepared in two languages – English and Russian – and

Russian students welcome their peers from Anchorage, Alaska;

48

the students knew that the best elements would be included in the programme for the visit.

The ecological conference was organized by the Ecology Club. The students put together and studied a file on the state of the national parks in the Angara River region, the flora and fauna, the effects of the local economy on the Lake Baikal ecosystem, and the institutions combating its pollution (e.g. the Lake Baikal Fund). During the conference, a film on Lake Baikal was screened. An exhibition of pictures with an ecological theme, done by students in the senior classes, was shown to the visitors. On the basis of the findings of the conference, the students made recommendations concerning activities in support of the Lake Baikal Fund. In co-operation with the Culture Club, the Ecology Club organized a lottery and a sale of articles made by the students themselves. The receipts were paid into the account of the Lake Baikal Fund of the Irkutsk Region.

The 'Imaginary Journey' competition was organized by the nature lovers' or 'Lubok' Club for the younger pupils. Each class studied just one spot in the Angara River region. The children then presented the history, traditions, customs and outstanding sites in the towns and villages of the region and displayed the national costumes, songs and dances. Notice-boards were prepared with colour photographs illustrating student participation.

The folk festival was carefully prepared by the Culture Club with traditional dishes, Russian folk-songs and music played on folk-instruments. The performance was really impressive. A number of students enacted legends and folk tales. Others put on original dances of the region. At the exhibition the visitors could admire objects made by the students themselves – quilts with hand-sewn ornaments, dolls, etc. Everyone gladly took part in the traditional games.

When setting up all these activities the students had recourse to publications of the local and national press, scientific works on history and ecology, archives, and anthologies of folk-songs, riddles and folk-tales.

The American students from Anchorage in Alaska – 14 girls and boys aged 14 to 15 – accompanied by five teachers, arrived on 14 March and were greeted with bread and salt, in accordance with Russian tradition. They were then welcomed by the students of the Communication and Correspondence Club.

The programme for the visit included two model English lessons. One dealt with the protection of the environment and student participation in this important activity. The theme of the other was culture, drama in particular. The students discussed Shakespeare and his works. They read and acted extracts of his plays. The young Americans also took part.

The guests were then invited to the other clubs – 'Getting to know the countries of the world', 'Lubok', 'Ecology' – whose members presented their activities, including elements of the ecological conference and the journey competitions. The visitors thus had an opportunity of understanding better the region, its history and traditions, its ecological problems, while the Soviet students were able to communicate with their new friends and learn much of interest about Alaska and the United States.

The Culture Club then invited the visitors to tea and a gala concert. The visitors were introduced to the Club's activities, which they appreciated very much. They heard the winners of the English song competition and the best performances from the folk festival programme and even learnt a Russian folk-song.

The students then took their visitors to see the Clock Museum, whose collection is unique.

In the afternoon the American and Soviet students went to the 'Star' recreation centre to lunch and play together.

At the end of the day the students of the two schools struck up friendships, exchanged addresses and gifts and took souvenir photos.

The general feeling of the participants was that the visit was a really moving and memorable event. Both adults and teenagers decided to pursue these friendly contacts by corresponding. In this way they hope to contribute to the development of understanding and friendship between the inhabitants of the two countries.

The Soviet students not only learned more about the State of Alaska through this visit, but they came to know and appreciate better their own history and traditions and the problems connected with the protection of the environment.

Zaire

Ecole primaire Mgr Bokeleale
Ecole maternelle Dr Shaumba
B.P. 73
Kinshasa

Person in charge of the special activity:
Mr Kajingu Tambwe Manga-Manga
Special activity: **International education**

The School motto, 'Many little people in many little places doing many little things can change the face of the world', inspires the School's efforts to promote education for international understanding.

Its pupils have exchanged a great many letters, drawings, photographs and postcards with Swiss children in a correspondence designed to bring them a better knowledge of each other's countries.

First year primary school pupils from the 'Ecole primaire Mgr Bokeleale, Kinshasa.

'The environment and the protection of nature' was the subject of a series of talks illustrated by films and a competition, 'Protection of the environment in Zaire'. The ten prize-winners had the privilege of visiting Kivu, a mountainous region in the east of Zaire with many active volcanoes. They were able to observe animals in their natural habitat, instead of in cages or zoos, and to see the Ruindi, a national park which attracts many visitors.

49

Lycée Kabambare
Humanités Littéraires
Humanités Scientifiques
B.P. 9379, Kinshasa

Persons in charge of the special activity:
Mr Mbuyamba Kasenga, Educational adviser
Mrs Yengo-Mbumba, Headmistress
Special activity:
Awareness-raising concerning
'The place of women in the community'

As this is a theme which has high priority in the African countries and, what is more, the Lycée Kabambare is a girls' school, all the relevant activities were of course carefully prepared.

In celebration of 'Friendship Day' pupils make a collection for the elderly in their community.

It should be noted too that the School authorities are always on the look-out for new and original educational activities. To stimulate students' interest and enthusiasm, it was decided to combine some of the activities with a sports and recreation day, 'Friendship Day'.

On this occasion the students took part in a variety of recreational activities – singing, dancing, reciting poems, theatre, eurhythmics, basketball.

Their staging of a play, 'La libération de la femme n'est pas pour demain', based on the novel, *Une vie hypothéquée*, by Anne-Marie Adiaffi (Côte d'Ivoire), was very interesting and creative. For 45 minutes Tshupa, a student in the first year of the secondary course (arts section), interpreted the role of little Ya, sold before she was weaned from her mother's breast. It was as interesting for the adults as for the children to see how Tshupa interpreted this character's struggle against the cupidity of her parents, against a forced marriage to the detriment of her personal happiness and, more generally, against retrograde customs standing in the way of the emancipation of African women. It was a most instructive play for the girls educated at this school, who hope to become responsible women involved in the development of their country and their continent.

Entrance to the 'Friendship Day' events was free for the School's 768 students and for those of the schools invited. This was a good occasion to have students put their talents at the disposal of other people for the joy of getting together and participating.

Nor did the students of the school forget the needy in the Quartier de l'Hospice in the Saint Pierre parish, a Kinshasa zone. Throughout Advent the students spontaneously brought along gifts (clothes, foodstuffs, toilet soap, money, etc.), which they deposited in cardboard boxes with the sign, 'At Christmas we shall think of the poor'.

The environment is a subject that has always been included in the daily schedule by the students, one of whose occupations is to help keep the School playground clean.

The School authorities and the staff are convinced that activities such as the foregoing raise student awareness in regard to the various problems of the country and the world today and contribute in the long run to the students' moral education.

The Age of Democracy

UNESCO. International Social Science Journal, No: 128, May 1991 Black and white photographic illustrations.

In a series of ten articles by various authors from different regions of the world, this issue of UNESCO's *International Social Science Journal* covers many aspects of the advent of democracy in countries previously under autocratic rule. Comparisons are drawn between the modes of transition in Latin America, Southern and Eastern Europe (article by Terry Lynn Karl and Philippe C. Schmitter); two further articles are devoted to the process in Latin America, one by Juan Rial and the second by Hélgio Trindade. The very rapid change from communism to democracy in Hungary and Czechoslovakia is the subject of an article by Pietro Grilli di Cortona, and Nikolai Genov examines the transition to democracy in Eastern Europe. Patterns of change in the Muslim world, Turkey in particular, are commented on by Ali Kazancigil, while S.D. Muni and Jacques-M. Nzouankeu respectively write about the positions in Asia and Africa.

The two articles in the 'Open Forum' section are related to the theme of this issue. Maurice Godelier studies the impact of Western modernity (particularly its destructive side) on the Baruya society of New Guinea. Stefan Breuer gives a critical analysis of the concepts of civilization and modernity in the work of Norbert Elias, whose political thought turned upon the interrelations between the state, democracy and individual freedom as well as the complex connections between democratization and the self-restraint that it implies.

Each article is accompanied by abundant bibliographical references.

La Comunidad Internacional

Published by the Oficina de Relaciones Internacionales, Ministerio de Educación, Bogotá, Colombia, 1990
259 pages with maps, diagrams, charts, statistics.

Originally published in 1982 under the signature of Margarita Peña Velásquez and Sixto Tirso Junco Gómez, this revised version of *La Comunidad Internacional* by Sigifredo Serrano is divided into two parts, the first covering international powers and institutions and giving details of the different politico-economic systems, the non-aligned nations, the U.N. and its activities as well as those of all its specialized agencies. Part Two deals with economic integration and regional organizations in Europe and America in the first chapter and the second chapter covers the same subjects for Latin America and the Caribbean.

Full details are given about each international organization, its objectives and its Member States as well as a concise history of how it came into being. Finally, in a supplement, there is a brief historical synthesis of international politics from the days of Ancient Egypt to the present.

This volume is an invaluable reference book for students of international affairs.

'Education for All': Prize Winners of the 15th Photo Contest in Asia and the Pacific, 1990

Published by and available from Asian Cultural Centre for UNESCO (ACCU), 6, Fukuromachi, Shinjuku-ku, Tokyo, 162 Japan

On the occasion of International Literacy Year, the ACCU organized a photographic competition to illustrate the theme of literacy. From a total of 1,372 black-and-white and 1,533 colour photographs, a selection of 110 was made for inclusion in this book. They cover scenes from 22 countries of the Asian region and they all show, in various ways, how people in Asia and the Pacific have the will to improve themselves through education. The photographers have succeeded in conveying a strong impression through their photographic technique as well as profound sympathy towards the people who have become their 'subjects'.

The book presents, sometimes humourously, an informal but informed look at a serious subject in a vast region of the world.

Education for Being – A Report on Experiences in an Active School, by Rebecca Wild.

190 pages, with photographs, bibliography.
Published by Allborough Press, Cambridge, England
Prices: U.K.: £7.50; Canada: $20.95; Australia: $22.95.
© Rebecca Wild 1990.

The new kind of school described in this book lays the emphasis on two little-understood yet highly significant facts: on the one hand the individual nature of the child and on the other the reality of society into which the child will go.

Rebecca Wild gives a very full and interesting account of her experiences in introducing Montessori ideas first in a kindergarten in Colombia, then in the state school system of a remote Andean village in Ecuador and subsequently, with her husband establishing their own school near Quito. Chapters cover all aspects of 'active school' life in the kindergarten and at the primary level. In opposition to formal educational systems, dependent upon obedience, punctuality and routine work, the schools set up by the author allowed for self-directed education for children and it was found that children learned to trust the skills they acquire right from the beginning.

Rather than consisting of a series of cut-and-dried case studies, this book is particularly readable for its narrative, anecdotal style describing the progress of children's achievements as it goes along. Initial parental opposition is reported

51

upon, but also the fact that it is usually overcome and that children from Rebecca Wild's school who moved up the educational ladder into secondary level were found to be well-balanced, socialized, eager to learn, creative and happy – all ingredients that are needed to make responsible citizens in the future.

Entorno, educación y empresa:
Experiencias didácticas en centros escolares de Madrid
(Becas patrocinadas por El Corte Inglés)

176 pages, with illustrations, maps, charts, graphs.
© El Corte Inglés, Madrid, Spain 1990

In 1984 the public relations division of the Madrid department store El Corte Inglés conceived the idea of offering study grants to schools with the idea of developing educational pilot projects, and some 20 schools, at both primary and secondary levels, were contacted to this effect. Two 'sessions' were organized for carrying out the studies. In 1987-1988, awards were granted to two schools for their environmental studies, one concerning the natural and social environment of Valdemoro and the other a study of the scientifico-cultural and social environment of Leganés. In 1988-89, a school in Fuenlabrada received a grant for an environmental, socio-cultural and historical analysis of the town. In Madrid, a school 'followed the scent' in order to carry out experiments and then created their own perfumes; the architecture of Madrid with particular emphasis on wrought-iron from the Renaissance to the present day was studied by pupils of another school in the capital and a project entitled 'Let's act for the future' was put in hand by children attending a suburban Madrid institution, involving studies of the family and the college (pre-school age), the suburb (primary level), the suburb and the town (lower secondary) and the town, the municipality, the community and the State (higher secondary level). Originally, reports on these activities were for distribution only to the schools involved, but much broader interest was aroused after the presentation of the projects' activities to the public, hence the publication of this book.

Educational advisers and psychologists were actively involved and the book underlines the different teaching methods employed, from the cognitive to extracurricular as well as teaching/learning methods, memorizing and assimilation. Full details are given of the design and implementation of each project and the book is amply illustrated with both colour and black-and-white photographs. A third 'session' was also being planned for 1989-90 and the amount of the financial grants was being considerably increased. It is to be hoped that this will give rise to another publication of similar quality.

Environmental Education for our Common Future

98 pages, with illustrations, charts, diagrams, maps.
© UNESCO 1991 and Norwegian University Press
Available from Norwegian University Press
ISBN 82-00-40553-2

Resulting from the UNESCO-UNEP Seminar on environmental education held in Lillehammer, Norway, in 1989, this handbook is designed for teachers in Europe. It is divided into three sections. Part I: *From one earth to one world via the school: the challenge of environmental education*, which discusses the goals, educational approaches, the key contents and the various strategies which may lead to 'sustainable development'; Part II: *Environmental education in practice*, covering the role of the teacher, the integration of an environmental curriculum from kindergarten to secondary school as well as in vocational and teacher training. A frame of reference is given for 'thinking globally and acting locally', simulation and role-playing ideas are put forward and the importance of interaction between school and family is underlined. Part III: *Time for action*, describes how to prepare and plan environmental activities and their integration into different subjects of the curriculum, assessment and possible follow-up.

As Norwegian Prime Minister and Chairperson of the World Commission on Environment and Development, Gro Harlem Brundtland, points out in the foreword, 'Our foremost responsibility towards future generations is to ensure that there will be a future world worth living in. To counter the escalating threats to our global environment, we must design and implement changes in our attitudes and policies.'

Families of the World. Family Life at the Close of the 20th Century, by Hélène Tremblay

290 pages, with illustrations, maps, diagrams, statistics, index.
Published by Old Bridge Press, Camden East, Ontario, Canada. ISBN 0 920656 83 8.

With this first book on the 'Families of the World', Hélène Tremblay provides readers of all ages with a unique cultural document featuring the peoples and countries of the American continent. By focussing on family life, a fundamental common denominator for all peoples, the author departs from the standard clichés about other peoples and nations. The photographs (by the author) of the family and its home provide an objective look into each family's environment. Supplementing the graphic images are texts which bring to life each family's experiences during the author's visit. From the first hours of the day, we follow each family member: fathers and mothers beginning their daily routines, children going to work or to school, the family meals, the chores and how they are distributed, the leisure activities – when they can be afforded.

This composite picture of family life is supported by basic statistical information on each country; the origin of its name, main historical events, physical geography, population make-up, linguistic and religious features, climate, housing conditions, and other social indicators.

In providing such wealth of information and images, Hélène Tremblay has created an invaluable source book not only for students, but for everyone interested in American societies. For that alone, the book deserves recognition. But the author has made an even greater contribution by fostering a deeper understanding of the intolerable gap between developed and developing nations of the world.

(The above text is taken from the preface by Jean Tetrault, Consultant, Department of Public Information, United Nations.)

Handreichung für den interkulturellen Schüleraustausch: Aus der Arbeit der UNESCO Projekt-Schulen.

71 pages, with addresses of exchange institutions and an extensive bibliography.
German National Commission for UNESCO,
Colmantstr.15, 5300 Bonn 1

This detailed handbook on intercultural students exchange is available free of charge, in German, from the German National Commission for UNESCO. An English version is foreseen in 1992/93. Put together by teachers of German Associated Schools, it draws from experiences of exchanges already carried out in the past. Its particular merit is that it is

52

well balanced between a 'philosophical' part dealing with the growing importance of intercultural learning in Europe as well as on a global scale today, and a second part giving solid practical advice on how to organize exchanges.

All forms of intercultural contact are taken into consideration: exchange of correspondence ,short visits, school links or 'twinnings' (regional or interregional), school-'partnerships', student and/or teacher exchanges.

Since a sincere and adequate preparation for a truly constructive encounter between young people of different regions, countries and cultures is sometimes insufficient, the authors insist on the importance of well preparing students before any exchange. Examples show that, without such a preparation, exchanges can, on the contrary, deepen prejudices.

The aim of the handbook is mainly a practical one: help teachers, students and parents to efficiently prepare, carry out and later evaluate an exchange. The booklet is meant to encourage and assist all those ready to go a step further in intercultural learning and actually engage in the adventure of exchanging students or teachers. The hints and suggestions from teachers with practical experience in this field can greatly contribute to make any contact or exchange an unforgettable event in a young person's life, opening up new horizons, in short: to make intercultural contacts and exchanges a success.

Man and his World

Published by the Regional Project for Cultural Heritage and Development UNDP/UNESCO in collaboration with the United Nations Environment Programme (UNEP) and the Man and the Biosphere Programme (MAB). English version 1989.
Text and drawings by Margarita Jaramillo Salazar

Written for children in the form of a comic strip, this book was originally conceived and published in Spanish under the title *El Hombre y su Mundo*. Today there is an overall world consensus that unless threats of climate change, ozone depletion, soil erosion, deforestation and population growth are brought under control soon, economic and human decline is inevitable.
With its lively and colourful drawings and easy-to-read text interspersed with 'bubble' talk, this book covers such serious subjects as the environmental crisis on the land, in the air and at sea, genetic diversity, zero growth, war and the arms race, the rational use of resources and appropriate technologies. The final pages point out that the future of humankind depends upon making the correct choice between two alternatives and ends with the phrase 'This book has achieved its goal if it has made even one person less indifferent to the problems of our world.'

Power to Hurt – Exploring Violence:
Module Two of the Sedekah Peace Programme

© Joint Peace Programme of the Irish Commission for Justice and Peace and the Irish Council of Churches. Edited by Paul Rogers. Available from Irish Commission for Justice and Peace, 169 Booterstown Avenue, Blackrock, Co. Dublin, Ireland; and Irish Council of Churches, 48 Elmwood Avenue, Belfast BT9 6AZ, United Kingdom. Price £4.00 plus £1 post and packaging.

This teacher's book and its students' worksheets are designed for use with pupils in the 13-15 age group. It follows on the first module in this series, entitled *Peacemaker* which concentrated on promoting the growth of peacemaking skills and attitudes among students. *Power to Hurt* encourages students to explore the theme of violence at every level from the personal to the structural in order to develop informed and responsible moral decision-making skills in this area and a greater awareness of the alternatives to violence. The ten teaching units are designed to be used as part of various school disciplines such as English, religious education, social and personal education, civics and, in some cases, history or environmental studies.

Further modules in this series are to include human rights, justice, family relationships, non-violence, actions for peace, community awareness and conflict, power and powerlessness, war and peace, poverty, people of peace.

Respuesta Educativa a la Crisis Ambiental

by Patricio de Blas Zabaleta, Cristina Herrero Molino and Alberto Pardo Díaz at the initiative of the Spanish National Commission for UNESCO
141 pages with charts, tables, diagrams
Published by Centro de Publicaciones,
Ministerio de Educación y Ciencia
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This book was written for school teachers at primary and secondary education levels in order to draw their attention to the most serious problem of our times – the environmental crisis.

The first part of the book gives an up-to-date and global picture of the problem, explains how the crisis is the result of various phenomena such as the demographic explosion, the acceleration of modern technology and the predominant economic situation. The second part of the book goes on to explain the objectives, contents and methods proper to environmental education and gives directives for its integration into the educational system during the 1990s.

The third and final part of the book analyses the situation of environmental education in Spain, a country which is becoming increasingly active in this field.

At the end of the book there is a full bibliography, an annotated suggested list of titles for further reading, a glossary of special terms and useful addresses in Spain.

Urban Waste: A Global Problem

36 pages, with illustrations, diagrams, charts.
Sciences Section, Swiss National Commission for UNESCO
Gutenbergstrasse 44, 3003 Berne

This little booklet, available free from the Swiss National Commission for UNESCO, is a brief but very thorough investigation of what happens to garbage when the 'producer' tries to get rid of his waste materials, whether solid or liquid. Based on a series of questions and answers with a technician, an engineer, a biologist, an economist and other specialists, a town-dweller tracks down the various stages in disposing of waste matter. He follows the garbage truck to the incineration plant, visits the sewer and water purification station and comes to realize the importance of producing materials which can be recycled after suitable treatment. Two pages are devoted to an explanation of the toxic pollutants and what not to do with them. Nature's way of dealing with its waste matter is quoted as an example of 100% recycling – unfortunately unattainable with man-made waste at the present, but various solutions are proposed to try and achieve a goal of recycling two-thirds of urban waste. It is an instructive booklet for today's children who are the artisans of tomorrow's world.

53